



OAKLAND COMMUNITY COLLEGE™  
Excellence *Empowered.*™

# INFORMATION

Board Agenda Item 6.1  
June 18, 2019

**STUDENT SERVICES**  
**MONITORING REPORT**

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## Background

In its Ends policy on College Purpose (4.1), The Oakland Community College Board of Trustees identifies six critical services that the College shall provide to the Community. These services include career, technical and transfer programming, workforce training, continuing education as well as college readiness and student service programming. In addition, the Board has identified accreditation (4.4) and diversity (4.5) as essential elements for supporting the achievement of the College's Purposes.

In carrying out its oversight responsibility, the Board reviews a series of monitoring reports which evaluate College performance in key operational areas which are considered to be critical to the attainment of the Board's Ends. Monitoring reports provide the Board with a comprehensive and consistent evaluative framework to assess overall institutional effectiveness and allow for a more coherent approach to making decisions related to the College's strategic direction, the prioritization of performance improvement initiatives, and the allocation of resources.

[Policy 4.1](#) in part states that student services programming provides students with essential resources that enable them to identify, pursue, persist and complete their academic goals. The community benefits from recruitment activities that help them become aware of the academic options that the College provides. The community receives greater benefits when recruitment activities are timely and personalized to individual needs.

Students benefit from counseling and advising activities that assist them with making informed choices about their educational goals, selecting an appropriate career path, and enrolling in courses and programs that align with their educational goals. Students receive greater benefits if counseling and advising services are proactive, anticipates student needs, technology-driven, timely and personalized to the individual needs. Students also benefit from learning resources that support attainment of their educational goals. Students receive greater benefit when they have resources that help them obtain post-graduation employment. Students benefit from financial resources and programs that assist them with identifying options to pay for their courses and programs. Students with legally-protected disabilities benefit from participation in services designed to provide equitable access to educational opportunities. Students benefit from co-curricular and extracurricular activities that promote personal development, leadership development, augments classroom instruction and contribute to academic success.

In accordance with Board [Policy 4.3](#), this monitoring report provides an analysis of key performance indicators, an examination of operational policies and procedures, consideration of external factors impacting college performance, as well as a description of initiatives designed to build on best practices and improve overall college effectiveness.

Within the context of this policy we examine the following key areas of college performance:

- Recruitment and Onboarding
- Quality Services
- Enrollment and Academic Progress

## Performance Areas: Recruitment and Onboarding

→ Services, activities and programs designed to attract students

### Admissions and Recruiting

- The Office of [Admissions and Recruiting](#) was established in July 2017 with the hiring of Director and Coordinator.
- A CRM Specialist and additional Coordinator joined in Fall 2017.
- In Fall 2018, two temp Coordinators expanded coverage.
- [Student Recruiters](#) receive scholarships to provide Admissions support and assist peers interested in OCC.
- With this full team established, Admissions coordinates and collaborates with multiple departments across the college to deploy data informed decisions in order to optimize resources and expand recruitment efforts across multiple venues.

Recruitment initiatives have shown an impact among the 80 high schools and community partnerships, which continue to grow. A snapshot of Admissions recruiting efforts for 2018-2019 are noted below, in comparison to prior years.

Academic Year	Events (on & off campus)	High School Outreach to Counselors/Staff	Campus Tours*	Total Events
2016-2017	80	0	0	80
2017-2018	110	0	0	110
2018-2019	152	160	123	<b>435</b>

*Fall 2018-Winter 2019 Campus Tours	Total Participants (Students and Guests)	Prospective Students	Number Admitted
123	1,310	658	<b>462 (70% yield)</b>

Starting in Fall 2017, Admissions incorporated CRM (Customer Relationship Management) software into its recruitment and admissions work via the Recruit module in Ellucian, the College's existing student information system. Usage of CRM software creates established communication workflows based on the status of the prospective student's application and/or inquiry to the college. Custom communications are generated based on application status: started, submitted, and admitted. The CRM serves admissions and recruitment in the establishment of four territories within Oakland County in which each coordinator is assigned to follow up with inquires and other event prospects. The software enables tracking of conversion from prospective students to application. It uses data informed decisions to increase the efficiency and impact of operations.

Additional highlights of recent initiatives and events include:

- Digitization of recruitment process – Coordinators bring tablets to recruitment events and prospective students only need to complete five fields in order to be included in the inquiry communication workflow designed to encourage the prospective student to convert to admitted student status.
- Automation of campus tours and recruiting events – Prospective students can register online and event registration is tracked via technology rather than via a manual process.
- Training tools for new CRM application for frontline personnel
- High School visits which may consist of presentations, meeting with counselor and/or career personnel, [LIVE Admissions](#), College Fairs, and program-based county or area events such as [MICareer Quest](#) or [First Robotics](#).
- Innovation & Personalization:
  - LIVE Admissions Events are opportunities for OCC Admissions personnel to provide mobile assistance to prospective students so they can complete the application processes and account activations directly at their high school. Students interested in attending OCC are given live support and instruction with completing the steps toward College application and admission. These events are customized to even include campus visits to complete required placement testing and counseling when possible. [Lamphere](#) and [Madison](#) High Schools have taken this opportunity. A similar program may be implemented with [Oakland County Children’s Village](#).
  - Transition Tours involve a partnership with [Michigan Rehabilitation Services](#) (MRS) that began in Fall 2017. OCC helps high school students with disabilities and other special learning needs to get acclimated to college. Admissions at OCC collaborates with Counseling and ACCESS to provide a two-hour tour, which typically fills with 50-60 prospective students.
- Additional partnerships with [Oakland Schools](#), [Oakland Schools Technical Campuses \(OSTC\)](#), and the [Oakland Counseling Association \(OCA\)](#)

#### Actions in Process:

- Admissions is working with a consultant from the [American Association of Collegiate Registrars and Admissions Officers \(AACRAO\)](#) to develop an admissions and recruitment plan. This plan will be created through a data informed process and involve collaborations between Admissions and Institutional Effectiveness, Marketing and Communications, Economic & Workforce Development, and others.
- Update the admissions website to improve content and student navigation.
- Pursue academic program-based transfer and recruiting events.
- Expand overall services and support to prospective students.

## **Onboarding**

Students that are new to OCC complete the following ten [steps](#) for application and onboarding. These steps align closely with processes at peer colleges.<sup>1</sup>

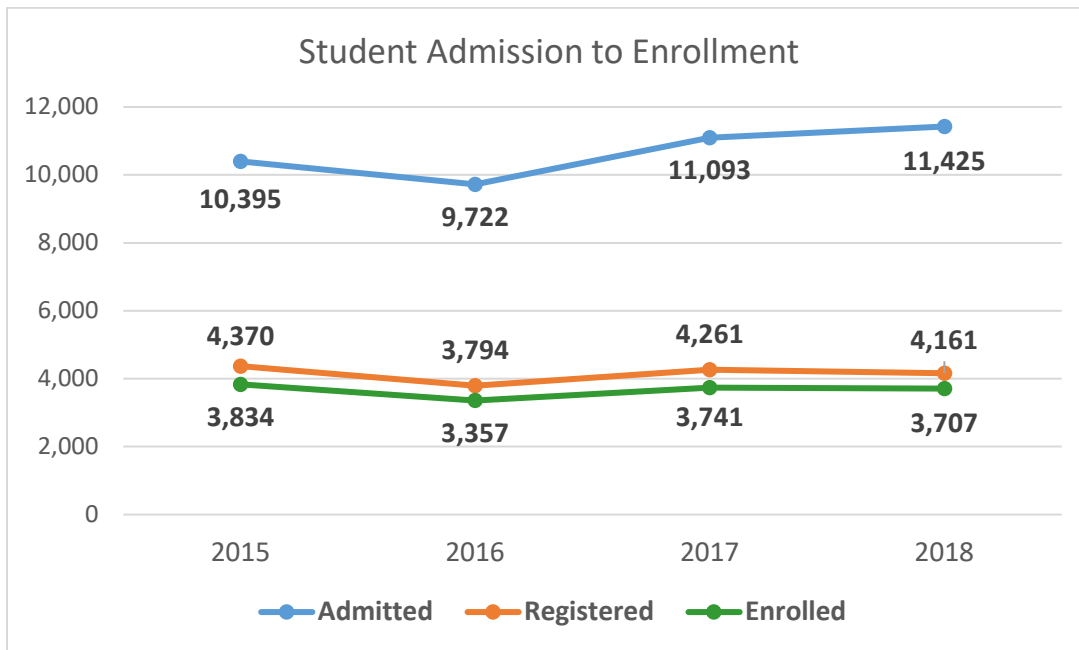
1. Create an admissions profile and complete an online application.
2. Set up a [MyOCC](#) account and OCC student email, which allows students to find and register for classes, receive important communications from the College, etc.
3. Complete the [online orientation](#) for new students, teaching them about OCC's academic programs, student services, student life and leadership opportunities, and all the ways they can successfully navigate the College process and resources.
4. Students that wish to may submit a [FAFSA](#) (Free Application for Federal Student Aid) in order to be considered for financial aid in the form of grants, loans, and work study funding.
5. Complete [placement testing](#), to determine appropriate courses to take within the college curriculum. Students must complete English placement either via the Accuplacer exam, SAT/ACT scores, or college-level transfer credit. They may choose to complete additional placements in Math, English Language Proficiency (for English as a Second Language), or Biology.
6. All incoming first-time college students need to meet with a [counselor](#), in order to develop a personal plan of success for their educational goals at OCC.
7. Register for classes via [MyOCC](#).
8. Submit payment online, in person, or via payment plan.
9. Get a [Raider One card](#) to use as an official student ID, library card, copy/print card, and debit card via [iROC Cash](#), including using financial aid funds to purchase books/supplies.
10. Purchase [books](#) and required materials before the start of class.

As with admissions processes at all colleges, students apply to multiple schools, compare their options of where to attend, decide to defer enrollment to a future semester, etc. In Fall 2018, 32% of admitted students went on to enroll at OCC (known as the yield rate). For academic year 2018-2019, the average yield rate of public four-year colleges in Michigan was [31.44%](#) (yield rates from open access institutions such as community colleges are not collected).

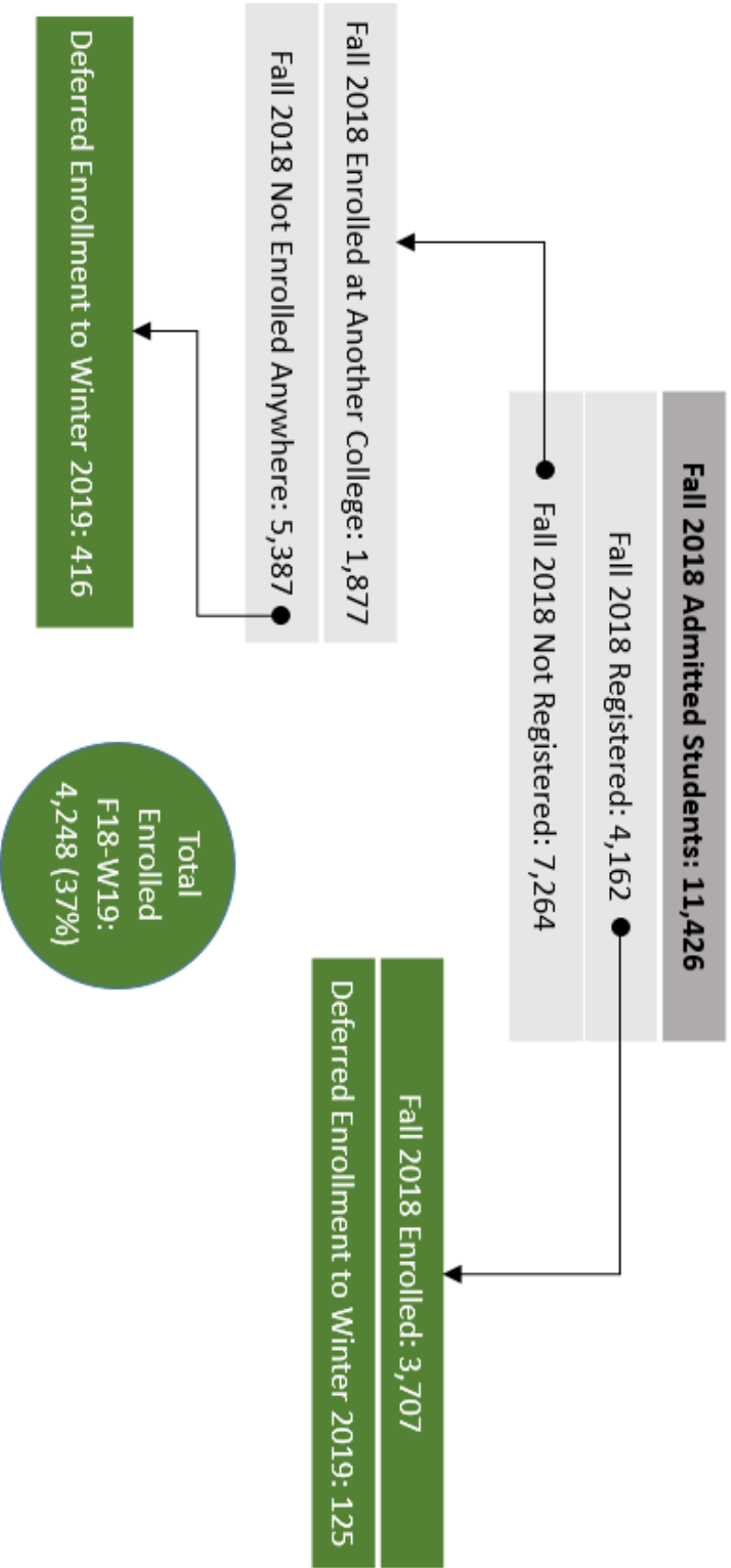
In the new student processes, students progress from one step to the next, in order to successfully enroll and attend the appropriate classes at the College according to their level of college readiness, intended program of study, and future goals of transfer, Associates degree or Certificate, or skill attainment. In this process, an “admitted” student is one who has fully completed the application and any required supplements, is accepted to OCC and is fully in the student information system. A “registered” student has registered for at least one class, whether or not that enrollment continues after the [add/drop period](#). An “enrolled” student has registered and is still enrolled in at least one class after the add/drop period.

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<sup>1</sup> <https://www.macomb.edu/future-students/apply-admissions/first-time-college.html>  
<https://www.hfcc.edu/steps/apply>  
<https://www.schoolcraft.edu/registration>



- From the students who were admitted but did not register in Fall 2018, 26% (1,877) attended another college and 74% (5,387) did not enroll anywhere that term. Of those 5,387 that did not enroll anywhere in Fall 2018, 8% (416) returned and enrolled at OCC in Winter 2019.
- For students that registered but did not enroll, 63% (233) were deregistered by the College for not submitting payment for their courses (or their financial aid or other funding did not come through). Of those deregistered in Fall 2018, 33% (95) chose to return and enroll in Winter 2019. 63% (59) received financial aid in that term.
- 32% of enrolled students in Fall 2018 (1,168) received financial aid, with an average award of \$2,605. For students that deferred enrollment until Winter 2019, 62% (59) received financial aid, with an average award of \$3,831.
- For students who enrolled in Fall 2018, 24% (899) placed into developmental English. For students who registered but did not enroll, 36% (165) placed into developmental English. For students who didn't register or enroll in any college, 47% (1,021) placed into developmental English. These numbers suggest that the higher the developmental need of the student, the less likely that enrollment will occur. Admitted students who did not register or enroll in any colleges also tend to come from towns and cities with lower median household incomes.





- For the 1,877 students that attended another college, 50% chose to go directly to a four-year college or university and 13% attended an institution out of state. The table below includes the main institutions that enrolled two or more students. The remaining 129 institutions enrolled one student each, primarily out of state. An initial examination finds higher enrollment levels clustered around campuses, so for those students attending other community colleges, an additional step could be to examine their counties of residency (whether in-district at OCC or not) and proximity to an OCC campus (convenience of location in relation to other colleges).

<b>Institution Name</b>	<b>Student Count</b>
OAKLAND UNIVERSITY	221
WAYNE COUNTY COMMUNITY COLLEGE	206
MACOMB COMMUNITY COLLEGE	178
HENRY FORD COLLEGE	152
SCHOOLCRAFT COLLEGE	126
WAYNE STATE UNIVERSITY	97
MOTT COMMUNITY COLLEGE	59
EASTERN MICHIGAN UNIVERSITY	54
WASHTENAW COMMUNITY COLLEGE	53
MICHIGAN STATE UNIVERSITY	52
CENTRAL MICHIGAN UNIVERSITY	42
FERRIS STATE UNIVERSITY	37
LANSING COMMUNITY COLLEGE	31
BAKER COLLEGE – FLINT	30
JACKSON COLLEGE	24
GRAND VALLEY STATE UNIVERSITY	24
SAGINAW VALLEY STATE UNIVERSITY	19
CENTRAL STATE UNIVERSITY-OH	18
ST CLAIR COUNTY COMMUNITY COLLEGE	16
UNIVERSITY OF MICHIGAN FLINT	16
MADONNA UNIVERSITY	14
DELTA COLLEGE	14
WESTERN MICHIGAN UNIVERSITY	13
UNIVERSITY OF MICHIGAN DEARBORN	12
NORTHERN MICHIGAN UNIVERSITY	10
LAWRENCE TECHNOLOGICAL UNIVERSITY	9
ROCHESTER COLLEGE	9
UNIVERSITY OF TOLEDO	7
ALABAMA A & M UNIVERSITY	7
ALMA COLLEGE	7
HARRIS-STOWE STATE UNIVERSITY	7
NORTH CENTRAL MICHIGAN COLLEGE	7

<b>Institution Name</b>	<b>Student Count</b>
MID MICHIGAN COLLEGE	7
SOUTHERN NEW HAMPSHIRE- 09WEEK	6
GRAND RAPIDS COMMUNITY COLLEGE	6
OLIVET COLLEGE	6
UNIVERSITY OF DETROIT MERCY	6
UNIVERSITY OF PHOENIX	6
STRAYER UNIVERSITY-WASHINGTON	5
NORTHWESTERN MICHIGAN COLLEGE	5
ALBION COLLEGE	5
SIENA HEIGHTS UNIVERSITY	5
MICHIGAN TECHNOLOGICAL UNIVERSITY	5
BOWLING GREEN STATE UNIVERSITY	4
IVY TECH COMMUNITY COLLEGE	4
SOUTHWESTERN MICHIGAN COLLEGE	4
DAVENPORT UNIVERSITY	4
JACKSON STATE UNIVERSITY	4
MONROE COUNTY COMMUNITY COLLEGE	3
LAKE MICHIGAN COLLEGE	3
COLLEGE FOR CREATIVE STUDIES	3
AMERICAN INTERCONTINENTAL UNIVERSITY	3
GLEN OAKS COMMUNITY COLLEGE	3
WALSH COLLEGE	3
GOGEBIC COMMUNITY COLLEGE	3
KENTUCKY STATE UNIVERSITY	3
IOWA CENTRAL COMMUNITY COLLEGE	3
KETTERING UNIVERSITY (GMI ENG. & MGMT INST.)	3
CAPE FEAR COMMUNITY COLLEGE	3
SACRED HEART MAJOR SEMINARY	2
COLLEGE FOR CREATIVE STUDIES- TAUBMAN CENTER	2
SINCLAIR COMMUNITY COLLEGE	2
ASHFORD UNIVERSITY	2
COLLIN COUNTY COMMUNITY COLLEGE	2
HARDING UNIVERSITY	2
CITY OF CHICAGO - HAROLD WASHINGTON COLLEGE	2
ADRIAN COLLEGE	2
ST PETERSBURG COLLEGE	2
HOCKING TECHNICAL COLLEGE	2
TEXAS SOUTHERN UNIVERSITY	2
KALAMAZOO VALLEY COMMUNITY COLLEGE	2

<b>Institution Name</b>	<b>Student Count</b>
COLORADO TECHNICAL UNIVERSITY	2
KELLOGG COMMUNITY COLLEGE	2
SANTA MONICA COLLEGE	2
EASTERN GATEWAY COMMUNITY COLLEGE	2
CLARK ATLANTA UNIVERSITY	2
LAKE SUPERIOR STATE UNIVERSITY	2
ST MARY OF THE WOODS COLLEGE	2
MIAMI DADE COLLEGE	2
STEVENS-HENAGER - INDEPENDENCE UNIVERSITY	2
MICHIGAN SCHOOL OF PSYCHOLOGY	2
TENNESSEE STATE UNIVERSITY	2
MINNESOTA WEST COMM & TECH CLG-GRANITE	2
UNIVERSITY OF ARIZONA	2
CAPELLA UNIVERSITY	2
UNIVERSITY OF MICHIGAN	2
PURDUE UNIVERSITY GLOBAL	2
CONCORDIA UNIVERSITY - ANN ARBOR	2
RHODES STATE COLLEGE	2
OWENS COMMUNITY COLLEGE	2

Actions under Consideration:

- For students that attended other local community colleges, examine their counties of residency (whether in-district at OCC or not) and proximity to an OCC campus (convenience of location in relation to other colleges).
- Consider outreach to students who did not attend college anywhere, to determine reason and future potential for enrollment.

The work of the College in this area aligns with the following strategic plan [initiatives](#):

- Improve the student experience.
- Guide students to their desired outcomes.
- Enhance utilization of people, processes, and technology.

## Performance Area: Quality Services

Engagement with student support services and student clubs or events can increase student satisfaction and contribute to student growth and success. Student interactions with college personnel and the college community lead to a greater sense of belonging and identification with the institution, factors known to improve a myriad of student outcomes. These positive relationships can be challenging to develop when 71% of OCC students attend part-time amid competing responsibilities of life, work, and family. Finding ways to engage students and proactively support them is a constant goal. OCC has extensive services to increase student success, meet students where they are, and help them progress to meet their goals. When students take advantage of these support opportunities, the College is in a better position to help them define and attain their academic, personal, and professional goals.

All college offices and personnel must comply with FERPA, the Family Educational Rights and Privacy Act that protects the privacy of student education records. Under this act, students must give written permission in order for information from educational records to be released. Information can be shared with certain recipients without permission, however, such as school officials with legitimate educational interest, transfer institutions, accrediting organizations, etc. Also, schools may disclose basic “directory” information about students, such as name, contact information, dates of attendance, etc., as long as students/parents are adequately notified of what constitutes this shareable content. FERPA shapes the work that all student services offices do, and creates an institutional environment of valuing the student’s rights as an adult, respecting a student’s privacy and confidentiality, empowering students to make their own informed choices, and encouraging student agency and student development both in and outside the classroom.

### **Student Experience**

The way that students experience the institution has an impact on their overall engagement and success. The survey results below draw from several different populations, at different points in their OCC experience. These recent surveys combined provide a fuller picture of how students interact with the College and perceive its services.

#### September 2018: Survey of Entering Student Engagement (SENSE)

OCC administered the Survey of Entering Student Engagement (SENSE) early in Fall 2018, in order to better understand the perceptions and experiences of students new to the College. Out of 577 respondents, 95% said they would recommend OCC to a friend or family member. Further data from SENSE can be found later in this report.

## October 2018: Student Survey on Diversity, Equity, and Inclusion

This Fall 2018 survey examined the college climate and student experience in relation to issues of diversity, equity, and inclusion. In asking students about their satisfaction of the overall campus climate over the past twelve months, 1,238 students responded and 83% (1,027) indicated they are either satisfied or very satisfied with the campus climate, with an additional 13% of students (157) report being neutral on the matter. Further, 71% report an overall sense of belonging at OCC students (out of 1,209 total respondents).

When asked about concern for physical safety at OCC over the past twelve months, 1,238 students responded and 88% (1,090) said they were seldom or never concerned. In a follow-up question, some students did mention exercising caution in terms of campus safety, specifically when walking around at night or in secluded areas such as parking lots or garages. Students acknowledged that the presence of public safety officers made them feel more secure, but indicated that additional lighting in parking areas could be helpful. (See additional [details](#) on public safety efforts in this report.)

Out of 1,170 respondents, 92% (1,074) expressed no difficulty with accessibility at OCC. The remaining 8% primarily pointed to the functionality of automatic doors or elevators, collaboration with faculty on ACCESS accommodations, and some difficulty navigating parking lots or campuses when students possessed physical challenges.

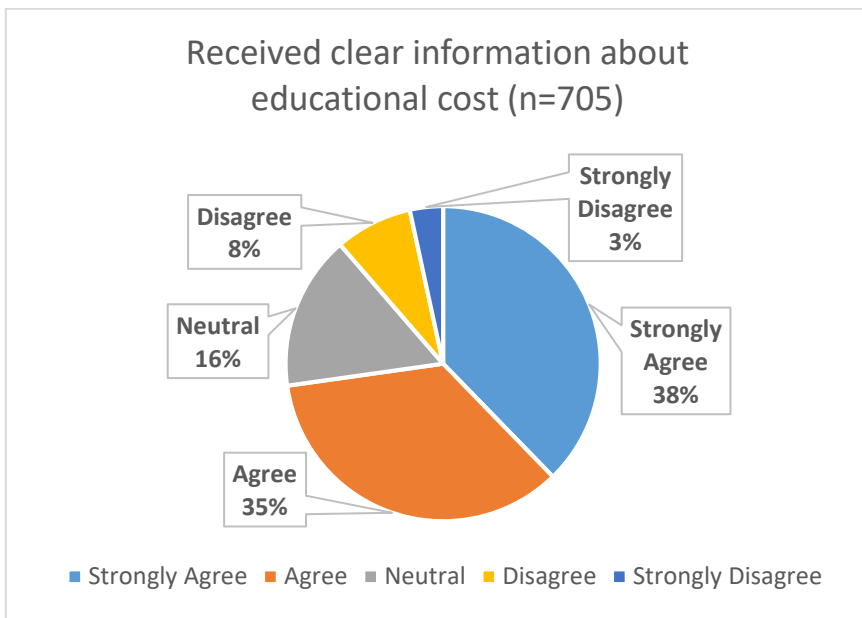
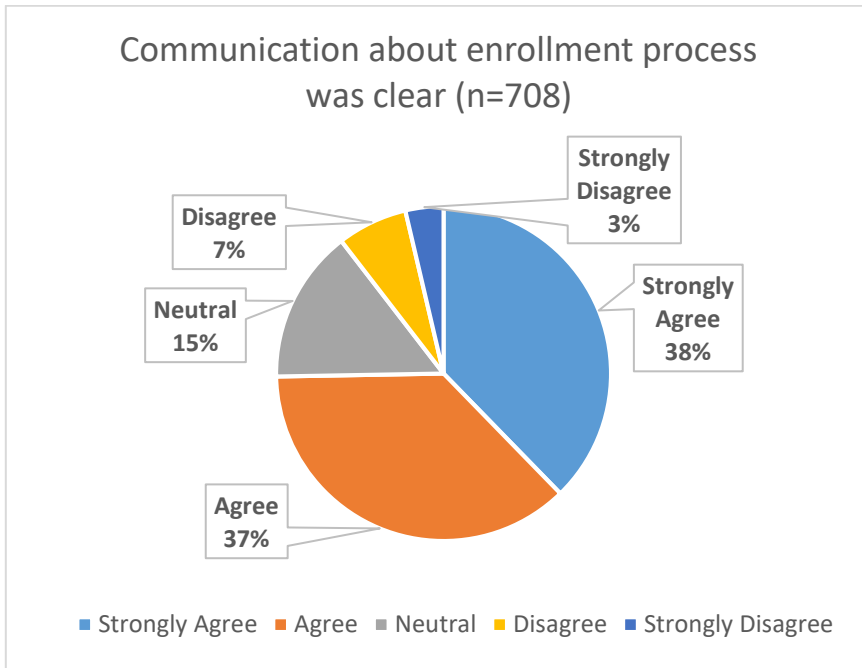
On a scale of 1-5, students gave the following average responses when asked about their experience at OCC:

<b>Question</b>	<b>Average*</b>	<b>Respondents</b>
I am treated with respect at OCC	4.10	1,215
I feel I belong at OCC	3.87	1,209
I have considered leaving OCC because I felt isolated or unwelcome	1.68	1,209
OCC is a place where I am able to perform up to my full potential	3.95	1,216
I have opportunities at OCC for academic success that are similar to those of my peers	4.08	1,201
I have found one or more communities or groups where I feel I belong at OCC	3.18	1,198
My experience at OCC has had a positive influence on my professional growth	4.04	1,200

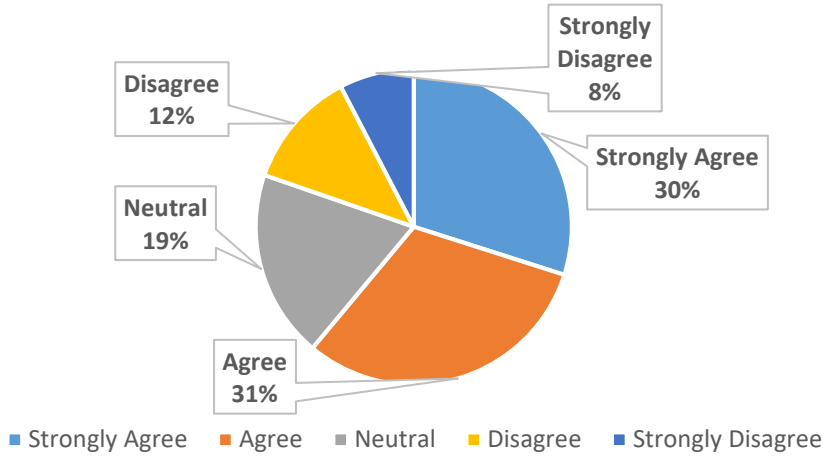
\* 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

January 2019: HLC Student Opinion Survey

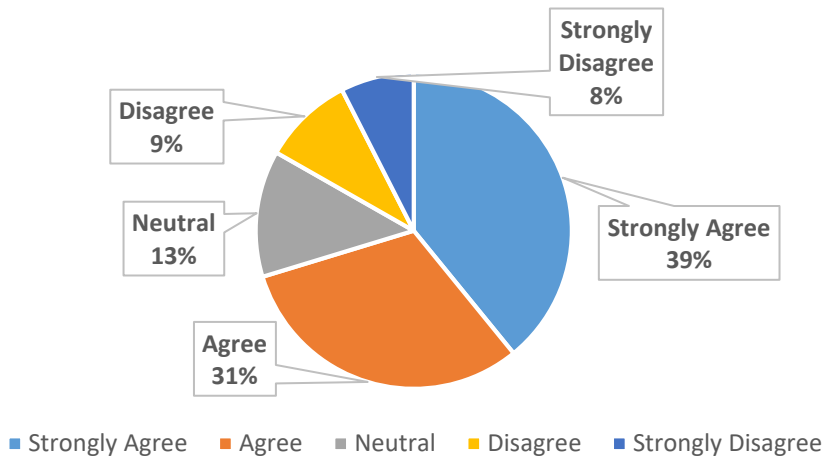
OCC received a report about the Higher Learning Commission (HLC) [Student Opinion Survey](#) of Winter 2019 students, including the following highlighted results. Please note: While the HLC refers to advisors in certain questions, OCC has counselors, which may make those questions less clear to some students.

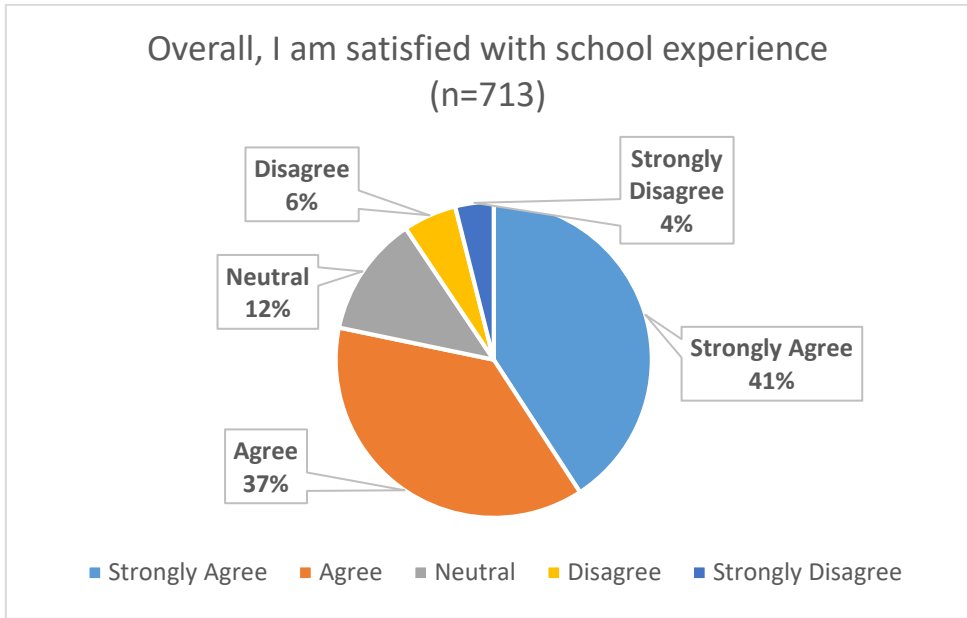
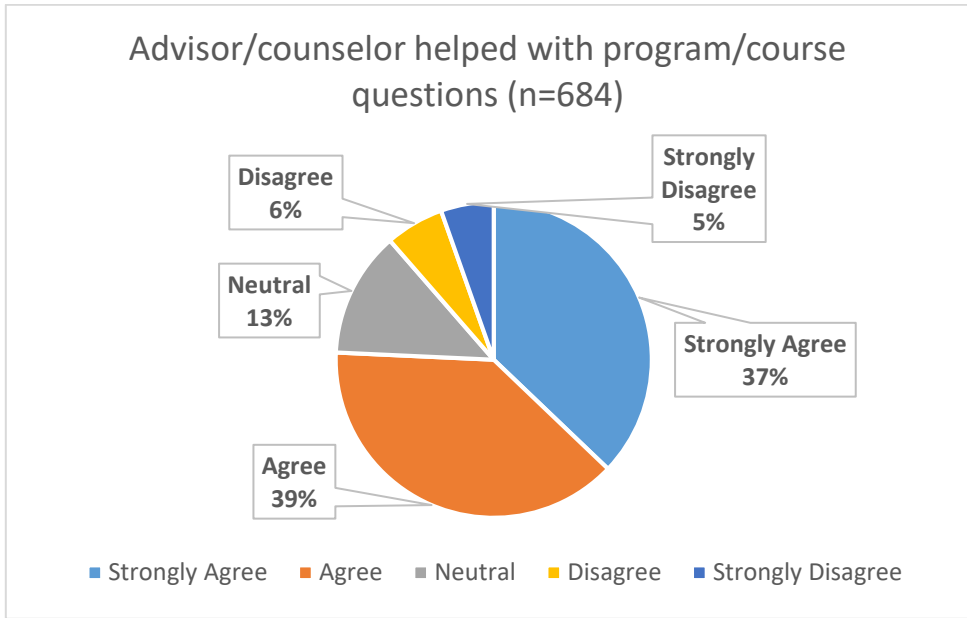


School helped identify academic program (n=655)



Advisor/counselor provided accurate information about program/course requirements (n=680)





May 2019: Student Leadership Summit Survey

In May 2019, a survey was conducted at the Student Leadership Summit, with attendees from OCC’s student clubs and leadership organizations such as [Phi Theta Kappa \(PTK\)](#), the international honors society for the two-year college. In those survey results (24 students responded), a majority (58%) mentioned student life as their best experience at OCC, with a large percent specifically pinpointing the valuable formation of social connections (40%). A majority (64%) also identified student organizations as an opportunity for potential improvement, including more information/outreach (22%) and greater consistency among campuses in student life/administration (18%).



## College Process Improvement

In order to continue to grow and support student satisfaction and experience, in 2019 the College created a [complaint webpage](#) where students can submit non-academic concerns and feedback to the College via one centralized, consistent point of contact. For non-academic concerns, the website outlines different types of complaints and the regulatory bodies and organizations responsible for reviewing them (i.e. [Higher Learning Commission](#), the [State of Michigan's Department of Licensing and Regulatory Affairs \(LARA\)](#), the [Military OneSource Postsecondary Education Complaint System](#), etc.) Per procedure, academic issues are discussed first with the faculty member and then, if unresolved, with the Chair of the department. The Dean of Student Services Office at each campus is available to assist students in these matters.

→ **Help students identify educational goals, select achievable career paths, and enroll in appropriate courses and programs**

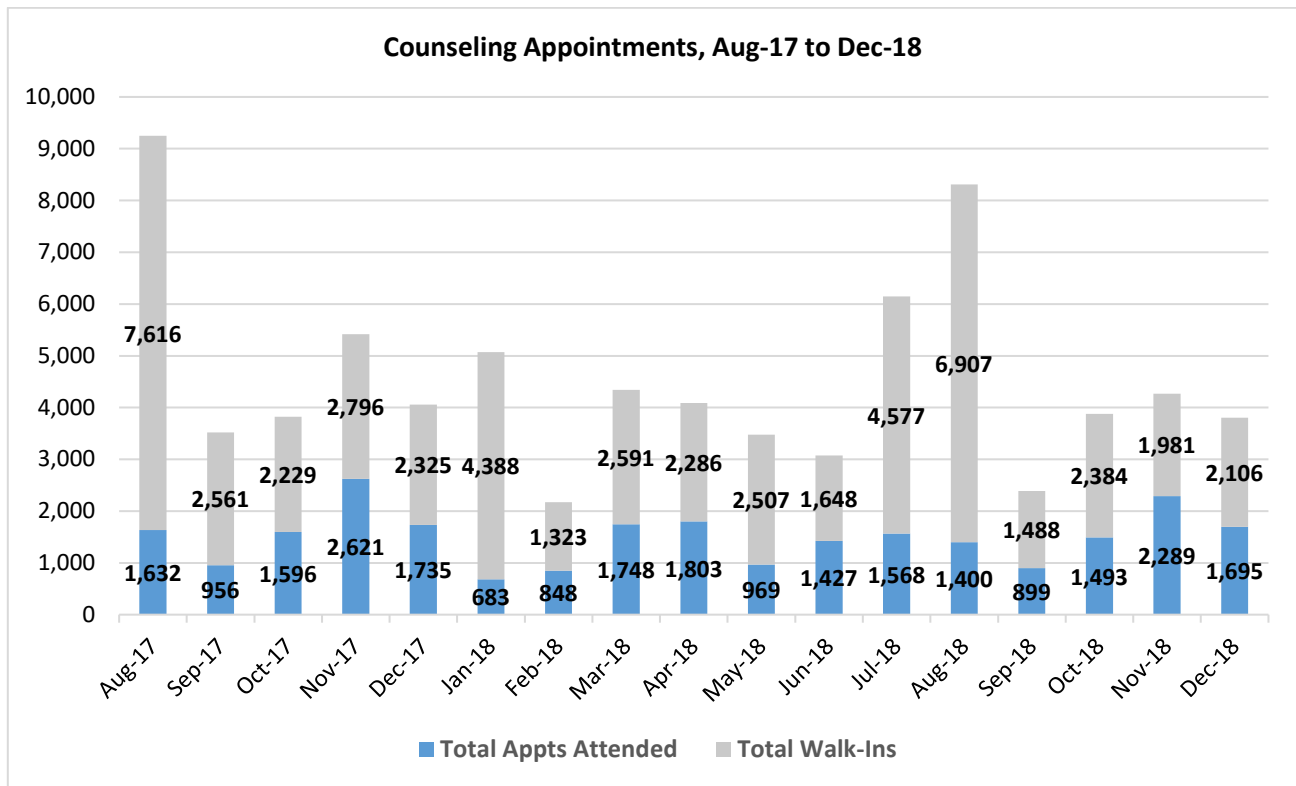
## Counseling

Counselors provide [counseling](#) in educational planning, college transfer information, career exploration, referrals for personal and social issues, and college procedures, as well as teach [courses](#) to enhance student success.

Extensive [resources](#) are available online to help students explore careers and understand academic program requirements, whether via an Associate's degree, Certificate, or transfer. Counselors assist students in navigating and interpreting these resources and how they can support them and their goals. All counselors have graduate degrees in Counseling, Psychology, or related fields.

Most are Licensed Professional Counselors through the State of Michigan, or have a Limited Licensure. These professional qualifications give counselors a particular depth of skills and experience to assist students in their formation of professional goals and navigation of college processes. They are able to offer holistic support and referrals to students for a wide variety of needs, acting as resources to promote student retention and success, in collaboration with Deans of Student Services and faculty/staff from across the College.

Via the [counseling](#) webpage, students can access resources related to a [successful transition from high school to college](#). Students in crisis can connect with [Common Ground](#), an exemplary, accredited local non-profit that has served the community for nearly fifty years and is available 24/7 to assist people of all ages via phone, text, online chat, or in person. Additional resources for students in need are provided near each of OCC's five campuses via brochure ([see appendix](#)) and for the overall student population [online](#). A specific resource list for [LGBTQ students](#) is available as well.



Aug-17 to Dec-18	Appointments Attended	Walk-Ins	Overall
<b>TOTALS</b>	25,362 (33%)	51,713 (67%)	77,075
<b>Averages</b>	1,492	3,042	4,534

From Fall 2017 through Fall 2018, counselors met with students a total of 77,075 times, and an average of 4,534 times a month college-wide. Students who are attending college for the first time are required to meet with a counselor, to discuss their goals and set themselves up for success during their studies. While all students are encouraged to meet with counselors on an ongoing basis, specific groups are required to meet with one prior to registration activity, including athletes, students on [academic sanctions](#) (with a GPA below 2.00/4.00), and students who [placed below English 1510](#) (Composition I, college-level English).

One major challenge in student services, as shown here, is the wide fluctuation in student demand throughout the year. The months leading up to the fall term show the greatest volume of student need, but from August to September there can be a drop of nearly 6,000 student meetings, making it challenging to plan for staffing during such fluctuations. Based on the historical volume of traffic, counselors schedule a much larger number of walk-in appointments to meet student needs during peak times of year, such as August. For example, August 2018 had 83% walk-ins and November 2018 had 46% walk-in student meetings. The trend of student demand over time has helped student services plan ahead to meet student need, but these peaks of activity still strain resources.

In the Fall 2018 SENSE survey, students new to OCC were asked about their experiences early in the term. The following results show comparison with a nationwide peer group of other colleges implementing the survey.

Survey Question	Survey Response	OCC	Peer Group
I was able to meet with an academic advisor* at times convenient for me	Strongly agree	157 (27%)	25,994 (27%)
	Agree	257 (44%)	38,419 (40%)
	Neutral	118 (20%)	23,795 (25%)
	Disagree	42 (7%)	6,528 (7%)
	Strongly disagree	14 (3%)	2,083 (2%)
	Total	588	96,819

Survey Question	Survey Response	OCC	Peer Group
An advisor* helped me to identify the courses I needed to take during my first semester/quarter	Strongly agree	206 (35%)	33,429 (34%)
	Agree	260 (44%)	40,441 (42%)
	Neutral	71 (12%)	13,161 (14%)
	Disagree	37 (6%)	7,190 (7%)
	Strongly disagree	19 (3%)	3,245 (3%)
	Total	593	97,465

\*While the national survey refers to academic advisors, at OCC this role is performed by counselors, which may make those questions less clear for some students.

[Zoom](#) appointments allow counselors to assist students remotely via online video meetings. Usage will increase going forward through expanded student awareness and additional equipment, training, and other resources needed for more available appointments.

#### Actions in Process:

- Through the June 2019 launch of [e-SARS](#), certain cohorts of students will be able to schedule their own appointments with counselors online, with further expansion planned in 2019-20. This functionality will increase efficiency of services and hopefully reduce the number of missed appointments.
- Ongoing staff development will occur, to promote consistent, thorough, updated information sharing across all campuses.

#### Actions under Consideration:

- Counselors will receive additional training on financial aid, to help increase student awareness and understanding of that process from the start of their time at OCC.
- Evaluate current phone call frequencies to Counseling offices across the College and streamline process to increase efficiency and responsiveness to students.
- Further examine data on student service demand by time of day, day of week, and campus to ensure staffing aligns with student needs, particularly during peak times of year.

→ Assist students with disabilities with equal access to the College's activities, courses, programs and services through reasonable accommodation

## ACCESS

The [Accessibility Compliance Center & Education Support Services \(ACCESS\)](#) program is designed to provide accommodations and services to students with a documented disability diagnosed by a qualified, licensed professional as required by [Section 504 of the Rehabilitation Act of 1973 \(PL 93-112\)](#). Services also comply with the federal [Americans with Disabilities Act \(ADA\)](#) and its [2010 update](#), including policies for service animals and new standards for accessible design. Accommodations include (without limitation): sign language interpreters, note takers, alternative testing arrangements, specialized equipment, and tutoring. The College has implemented processes for ensuring course material (both in person and online) and all websites are ADA-compliant (i.e. can utilize screen reader software, as one example). All ACCESS staff are credentialed with at least a master's degree and many are also Licensed Professional Counselors.

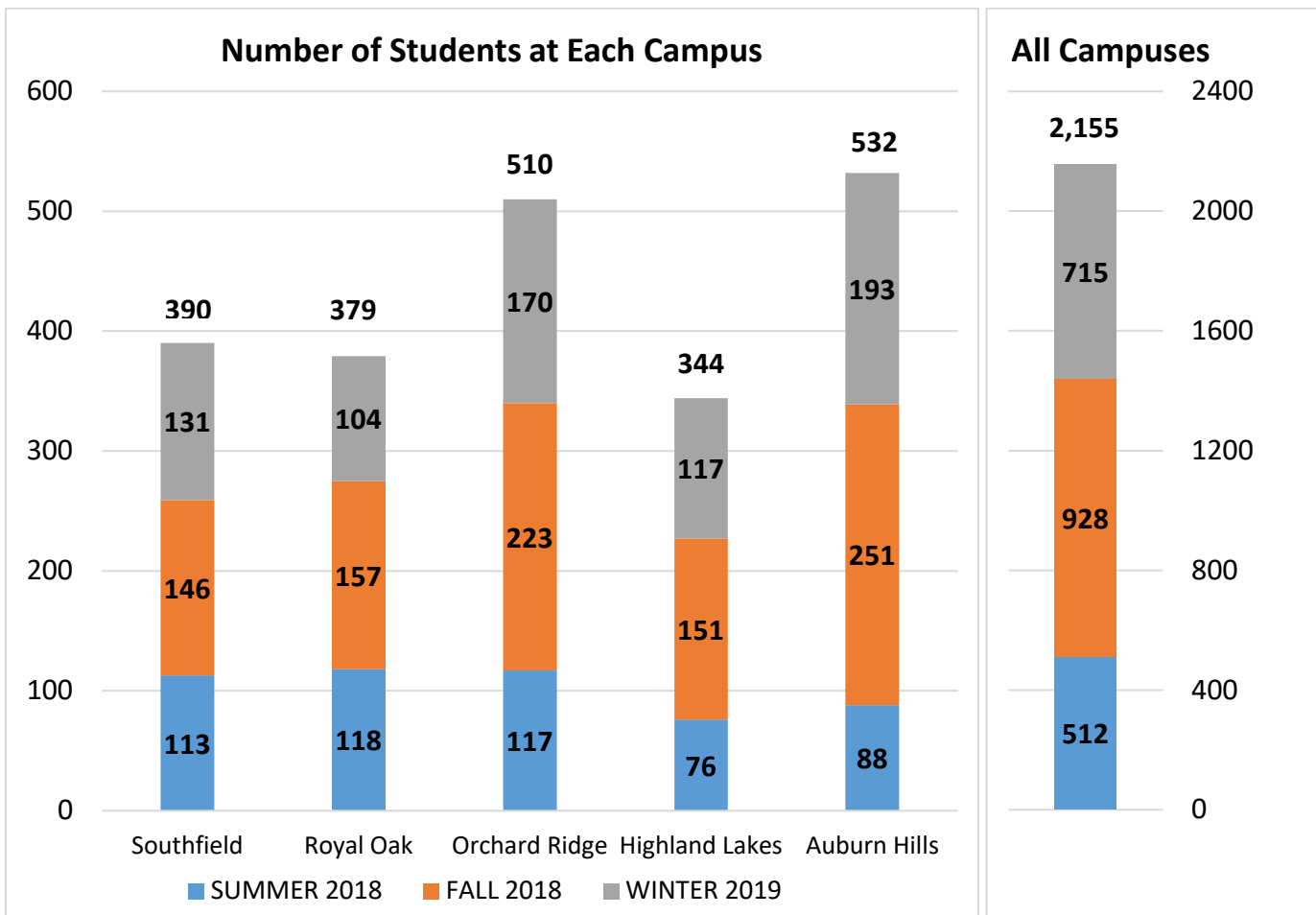
ACCESS Mission: "Empower students with disabilities by providing resources that equalize their chances for success while promoting self-advocacy, self-direction and academic achievement." The Disability Services program of OCC offers [reasonable accommodations](#) to any enrolled student who submits qualified documentation of a disability."

Specifically, ACCESS serves as a coordination point for students with documented disabilities. The staff match individual student needs with resources and appropriate technical equipment. They coordinate with faculty to help the academic accommodations of a student's individualized plan get fairly and consistently implemented. Once these individualized plans are in place, students can use support and assistance from several offices across campus in terms of alternate testing arrangements, tutoring and academic skills sessions via ASC and the library, etc. These services are open to serve students until 8:00 or 9:00pm from Monday through Thursday and until 5:00pm on Friday, with some campuses offering Saturday hours as well. If students need assistive technology, readers or scribes for evening exams, these aids can be supplied by ACCESS for students. From Fall 2018-Winter 2019, a total of 113 students scheduled evening exams (duplicated across terms), representing 7% of the 1,643 students using ACCESS services in those combined terms.

At the college level, students must be academically able to fulfill requirements. For instance, GPA requirements for all students must also be met by students with disabilities. Students must be able to fulfill program requirements, with or without reasonable accommodations as permitted and needed. As compared to the high school level, at the college level, accommodations should not compromise essential elements of the curriculum or weaken academic standards (see [comparison table](#) in appendix). As opposed to secondary education, postsecondary education does not offer Special Education or curriculum modification. OCC is committed to providing whatever accommodations are necessary and possible, given the resources of the College, as long as they do not pose a safety issue or cause an "undue burden" in terms of funds and resources. Grants help the College meet student educational needs, including the Kay Trust grant from [Comerica](#) to purchase necessary equipment and the [Perkins](#) grant to cover equipment and services as permitted. The College obtains specialized assistive technology to meet student needs, such as [portable ONYX video magnifiers](#) to assist with low vision, talking labs for Chemistry and talking graphing calculators, to name a few examples.

Students with disabilities have rights to equal access in all courses, programs, services, jobs, activities, and facilities, and to be treated with due respect in the college environment. Confidentiality of student ACCESS records is maintained according to [FERPA](#) and [HIPPA](#) (health information privacy) guidelines. Students have the responsibility to meet admissions criteria and follow OCC's Student Code of Conduct, be proactive in [documenting](#) needs and requesting accommodations, maintaining communication and following individual accommodation plans and ACCESS [policies and procedures](#). OCC provides [guidance and support](#) to help resolve issues for students that believe they have been denied equal access or experienced discrimination. The College collaborates with external agencies and organizations as appropriate to help meet specific needs and remove barriers for students with disabilities. For instance, every ACCESS coordinator is assigned to a counselor at [Michigan Rehabilitation Services \(MRS\)](#) to coordinate efforts via individual contact and team meetings. OCC has also worked with the [Michigan Protection & Advocacy Service, Inc. \(MPAS\)](#) to meet student needs. ACCESS staff engage with any outside resources that are appropriate for each student, to support their success.

### Number of Students Using ACCESS Resources by Campus Summer 2018 - Winter 2019



Note: The student counts within each term are unduplicated (i.e. each student is only counted once). From term to term a student may repeat, using the ACCESS services in more than one semester.

- From Summer 2018 through Winter 2019, 2,155 total students (duplicated across terms) used 4,541 ACCESS services, for an average of 2.1 services per student. Below is the combined frequency of service use:

Service	Students
Used testing accommodations	1,955
Used additional class notes	621
Used ACCESS tutoring	550
Used audio recording	514
Used a reader	251
Used an alternative textbook file	183
Other (Assistive Technology)	180
Note taker	85
Used a scribe	83
Leave class for short periods of time	48
Used an instructional or health aid	36
Adaptive furniture request	21
Used sign language interpreter	14

## → Meeting Student Needs

### **Title IX**

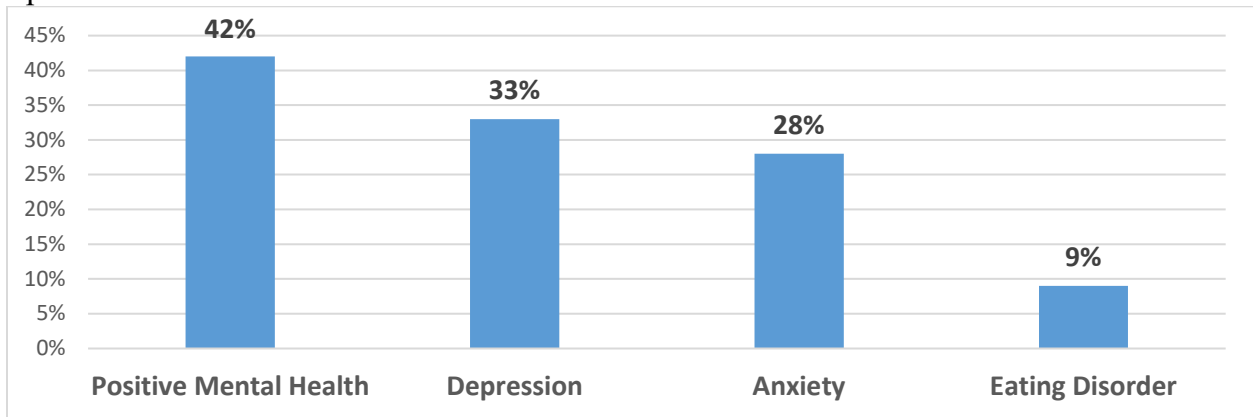
[Title IX](#) of the Educational Amendment of 1972 is a federal law that prohibits discrimination on the basis of sex in educational programs, activities and employment practices. Under Title IX, such discrimination can include, without limitation, sexual harassment, intimate partner violence, stalking and sexual violence. OCC is committed to ensuring equal opportunities to educational activities in an environment free from discrimination of any form. The College will protect and preserve rights according to this legislation, with sensitivity and due process for those involved.

OCC strongly encourages all members of the College community to participate in Title IX training to expand awareness. Employees can access training modules, policy, and administrative guidelines via the College's [internal website](#). There is also a [Title IX training](#) for students that they are strongly encouraged to complete (embedded in the online orientation and available on the website). Students receive emails encouraging them to complete the training. Resources for victims are provided online and complaints/concerns of sexual misconduct can be reported via email. A Title IX Compliance Team, made up of Human Resources personnel and other leadership from across the College, treats all reports with fairness, timeliness, and sensitivity.

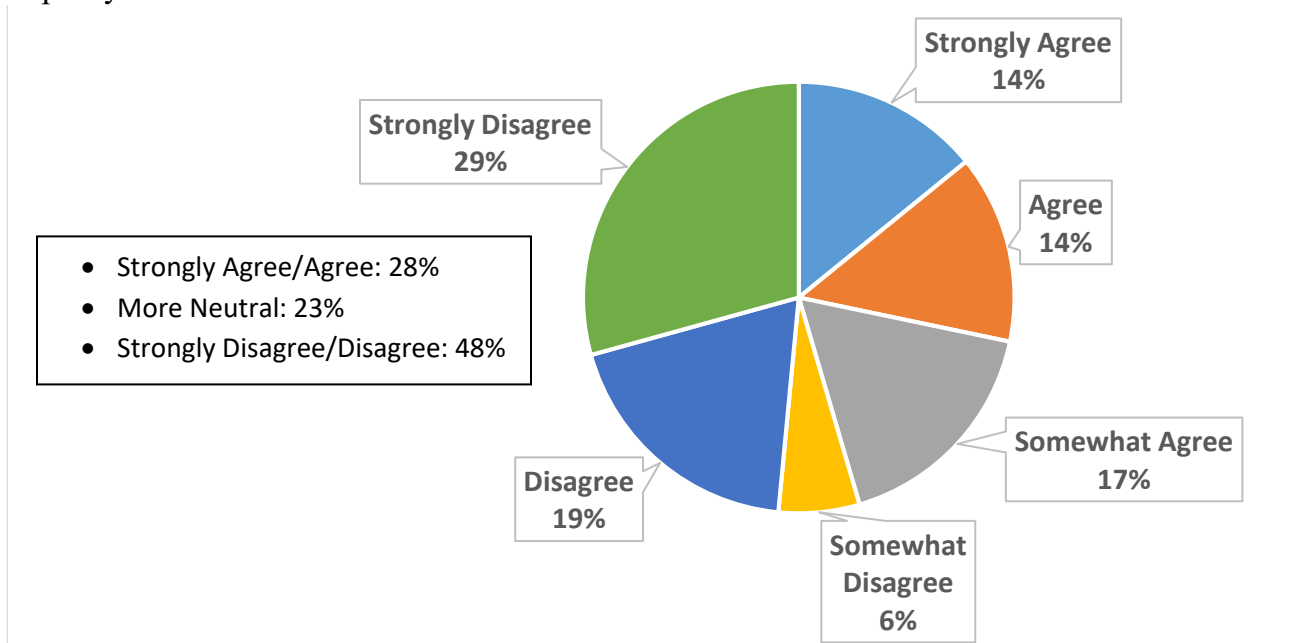
## Mental Health

Mental health of students is an increasing concern for colleges and universities across the country. According to a [2018 survey](#) by the [American College Health Association](#), three out of five students suffer from anxiety and two out of five students experience depression, limiting their ability to function and succeed in their studies.<sup>2</sup> In Winter 2018, OCC participated in the [JED Healthy Minds Study](#), to gain insight about the mental health status of students and how OCC can help them access supports. A web-based survey was sent to students and three reminders were given to increase survey completion. A total of 809 respondents completed the survey.

Screening tools in the survey estimated the following rates of mental health conditions among respondents:



Students were asked if they thought they needed help for emotional or mental health problems in past year:



<sup>2</sup> Roy, N. (2018). The Rise of Mental Health on College Campuses: Protecting the Emotional Health of Our Nation's College Students. *Higher Education Today*. Retrieved from: <https://www.higheredtoday.org/2018/12/17/rise-mental-health-college-campuses-protecting-emotional-health-nations-college-students/>

Supportiveness of Academic and Social Environment:

Question	Responses	OCC Respondents
Whom would you talk to about mental health problems affecting academic performance?	Professor from one of classes	22%
	Academic Advisor (Counselor)	20%
	Student Services Staff	9%
	Dean of Students or Class Dean	3%
	Another Faculty Member	3%
	Teaching Assistant	2%
	Other	44%
	No One	4%

- When asked about the supportiveness of academic personnel, students said that **88%** were either very supportive or supportive.
- **83%** of student respondents identified their current financial situation as always stressful, often stressful, or stressful, indicating that financial concerns impact student wellbeing.
- **79%** of student respondents said they were confident they would finish their degrees no matter the challenges.

While students show mental health needs that impact their ability to succeed, they also show resilience in seeking out resources and dedication to overcoming challenges and completing their degrees. At OCC, the Counseling offices act as triage to support and refer students who could benefit from mental health services. Oakland County is home to many exemplary community organizations, agencies, and practices that can assist students close to home based on their specific needs, preferences, and availability. As a group of licensed Counselors, the Counseling staff at OCC vet these resources using their professional judgement, expertise, and sensitive understanding of individual student needs and dynamics. Resources are maintained via the Counseling offices and various pages on the [website](#), targeted to student needs. Online resources are available via the [National Institute of Mental Health](#) and a [substantial list](#) of other vetted organizations dedicated to serving diverse needs. Additional content guides students dealing with [grief and loss](#), and those who wish to find local, [community-based assistance](#) with mental health.

In addition to their educational backgrounds and professional qualifications, Counselors and other staff at the College (from Public Safety, Human Resources, Faculty, Athletics, etc.) attend trainings and other professional development activities, to continue to improve their ability to support students in need. For instance, many staff have participated in Mental Health First Aid trainings, most recently with the [Oakland County Health Division](#) in May 2019, with the intent to send more staff to the most applicable sessions in Fall 2019. This training teaches participants how to “identify, understand and respond to signs of mental illnesses and substance use disorders,” giving them skills to “reach out and provide initial support” and to help individuals “connect...to appropriate care.”



OCC also has a Mental Health Task Force (MHTF), consisting of thirteen faculty and staff from across the College who meet bimonthly and work in conjunction with [JED Foundation](#) to make a positive impact on mental health at the College. Initiatives include:

1. Establishing an Academic Leave Plan Policy
2. Training of College Gatekeepers
3. Promoting Social Connectedness
4. Providing Access to Care

Finally, Counselors have created brochures and other communication pieces to help support students. For instance, they have an informational brochure specifically designed to help faculty recognize student needs and refer them to the Counseling department or other services as appropriate ([see appendix](#)). For the busy community college student juggling school, work, and family, the classroom is their primary point of connection with the College, and any issues may be more likely to be identified there. Faculty are an important outreach and support for students in this way.

## **Campus Environment**

Public safety and facilities personnel contribute greatly to student success and well-being. They manage extensive spaces for the benefit of students, faculty, and staff, including over 400 classrooms across five campuses, over 500 acres on six sites, and a total of nearly 2.2 million square feet in facilities. Students could not attend classes, participate in activities, or effectively learn and enjoy campus life without their efforts.

Oakland Community College (OCC) is committed to providing a safe learning and working environment for its students and staff. The College was recently identified as the [safest in Michigan](#) by the National Council for Home Safety and Security. [Public Safety](#) officers support students in myriad ways: responding to issues, providing safety escorts, helping those locked out of cars, using training to respond to students in crisis, etc. Further, the college complies with its obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092(f) (the “Clery Act”). The [Clery Act](#) is a consumer protection law that aims to provide transparency around campus crime policy and statistics. Although the Oakland Community College experiences very few serious crimes, we are constantly striving to provide a safe environment to our students, staff, and guests. Each year, consistent with the Clery Act, OCC compiles statistics from incidents that occur on or near OCC property and publishes them in the Annual Security Report, which is shared with students, faculty, and staff, and made publicly available online. Under the Clery Act, OCC is also dedicated to providing timely warnings to the campus community regarding potential safety threats, as well as emergency notifications should a threat appear imminent. The College is continuing a comprehensive redesign of its [Behavioral Assessment Review Team \(BART\)](#), which uses a cross-departmental team to review and respond to concerning or threatening behavior by students or guests. Finally, OCC maintains and shares policies with the college community as required by Federal law, such as the [Drug and Alcohol Abuse Free College Policy](#).

[Facilities](#) personnel maintain safe, pleasant, and clean campus environments for the benefit of students, faculty, and staff. Various courses at the College required specialized equipment and learning environments, from Chemistry to Robotics, Culinary to Nursing, and facilities supports the

effectiveness of all these spaces. Further, the [Environmental Health and Safety \(EHS\) Department](#) helps maintain their safety and regulatory compliance.

### **International Student Services**

1. F-1 Students (Citizens of other countries who use an F-1 student visa to attend OCC, including Canadians)
2. Permanent Residents (Current green card holders who permanently reside in the U.S.)
3. Other International Students (Includes asylees/refugees or non-immigrants who are temporarily in the U.S.)

Prospective students apply to OCC, are identified as international applicants, and receive an email invitation to the F-1 student portal, which helps guide and support them through the I-20 visa application process and required documentation (while there are several other possible visa types, F-1 represents a primary classification). OCC is the only community college in Michigan to use the acclaimed [Terra Dotta](#) software as its student portal, which facilitates student communication and support while maintaining compliance with federal requirements. Nearly 800 students are connected with this system, including prospective and current students. Of these, the College typically has about 350 active students in a given term. The College offers a student orientation at Orchard Ridge, Royal Oak, and Auburn Hills for international students that are new to OCC. An online orientation for F-1 students is being developed. Once students arrive at OCC, they continue to receive support in maintaining their visa requirements for enrollment, work, etc. F-1 students are required to enroll full-time except for under approved circumstances. There are possibilities for them to work while in school in jobs related to their studies and for specified lengths of time via [Curricular Practical Training \(CPT\) and Optional Practical Training \(OPT\)](#). Throughout their time here, OCC supports them in meeting visa requirements and maintains documentation for them via the U.S. government's [SEVIS](#) system for international nonimmigrant students and exchange visitors in the United States. International students at OCC are supported by all the student services the College has to offer, with additional guidance provided by the International Student Office at Royal Oak.

## → Develop academic and personal skills to achieve student success

### Academic Support Center (ASC)

The [Academic Support Center \(ASC\)](#) provides programs and services that help students achieve their academic goals.

- Offers tutoring, Supplemental Instruction (SI), skills seminars and courses on college learning
  - [Tutoring](#) occurs across all campuses, in several subjects, with multiple days and times available to meet student needs. [Online tutoring](#) via D2L and NetTutor provides options for student support available 24/7.
  - [Skills seminars](#) include: time management and organization, learning styles and strategies, math study strategies, textbook reading strategies, memory strategies, test-taking strategies, final exam preparation, note-taking strategies, goal setting, critical thinking and problem solving, campus resources, specialized sessions on academic topics and individual consultations, etc.
  - [Supplemental Instruction Leaders](#) run study groups on an ongoing basis, once or twice a week, to support the learning in specific courses and sections (i.e. Accounting, Biology, Chemistry, Computer Information Systems, Geography, Mathematics, Sign Language Studies, etc.)
  - ASC faculty teach credit-based [courses](#) on College Success Skills, Textbook Learning Strategies, Lecture Learning Strategies, and Critical Thinking Strategies.
- Certified by the [College Reading and Learning Association \(CRLA\)](#) as a training center for the [International Tutor Training Program Certification \(ITTPC\)](#) levels 1 – 3
- CRLA membership also allows OCC to have representation on the Council for the Advancement of Standards in Higher Education (CAS).

### 2017-18 ASC Student Contacts

<b>Academic Support Service</b>	<b>Total 2017-18</b>
Supplemental Instruction/Group Tutoring	58,116
Drop-In Tutoring	21,192
Individual Tutoring Appointments/Open Lab	16,265
Accuplacer (English) and ALEKS (Math) Placement Exams	9,351
Success Seminars	4,581
Proctored Makeup Exams	6,598
MTELP (Michigan Test of English Language Proficiency, i.e. ESL)	2,349
Biology Placement Testing	553
High Writing Sample (OR)	14
<b>Total Support Services</b>	<b>119,019</b>

A September 2017 study sought to measure how [Supplemental Instruction \(SI\)](#) increases student success via retention and GPA. The charts below show an overall average of seven SI sessions per student, for an average cost of \$4.91 per student contact. For students participating in supplemental instruction sessions as represented here, 87% showed a higher rate of persistence to the next term and 90% earned a higher GPA. While Auburn Hills students showed the highest increase in persistence rate (12%), Southfield students showed the highest increase in GPA (0.45). Finally, further analysis of a subset of courses indicated that more SI visits resulted in a higher GPA.

Term	Students	Number of Student Contacts with SI					Total Contacts
		AH	HL	OR	RO	SF	
2013/FA	4,440	1,629	7,356	7,632	2,822	12,486	31,925
2014/WI	4,610	2,902	7,837	7,606	2,680	9,972	30,997
2014/SU	2,953	852	3,169	643	1,222	8,711	14,597
2014/FA	4,174	3,464	5,989	6,681	3,624	9,661	29,419
2015/WI	4,300	3,654	5,993	7,664	3,988	9,346	30,645
2015/SU	3,003	1,165	2,538	2,017	1,651	8,153	15,524
2015/FA	3,807	2,706	5,792	5,966	4,372	7,743	26,579
2016/WI	4,024	4,152	5,408	4,414	5,197	6,552	25,723

Persistence to Next Term: Students with SI Contacts versus Other Students										
Term	AH		HL		OR		RO		SF	
	SI	No-SI	SI	No-SI	SI	No-SI	SI	No-SI	SI	No-SI
2013/FA to 2014/WI	78%	68%	77%	68%	77%	68%	<b>80%</b>	<b>68%</b>	66%	68%
2014/FA to 2015/WI	<b>81%</b>	<b>69%</b>	74%	69%	76%	69%	78%	69%	65%	69%
2015/FA to 2016/WI	<b>81%</b>	<b>68%</b>	<b>80%</b>	<b>68%</b>	76%	68%	77%	68%	72%	68%

Average GPA Differences: Students with SI Contacts versus Other Students										
Term	AH		HL		OR		RO		SF	
	SI	No-SI	SI	No-SI	SI	No-SI	SI	No-SI	SI	No-SI
2013/FA	2.60	2.32	2.53	2.36	2.56	2.17	2.30	2.07	2.37	1.96
2014/WI	2.52	2.28	2.45	2.33	2.48	2.10	2.36	2.00	<b>2.50</b>	<b>1.83</b>
2014/SU	2.67	2.57	2.51	2.59	2.60	2.52	2.18	2.36	2.72	2.28
2014/FA	2.77	2.33	2.50	2.35	2.54	2.26	2.43	2.17	<b>2.48</b>	<b>1.98</b>
2015/WI	2.72	2.30	2.50	2.31	2.63	2.22	2.48	2.10	<b>2.49</b>	<b>1.98</b>
2015/SU	2.97	2.63	2.49	2.70	2.80	2.55	2.38	2.51	2.74	2.51
2015/FA	2.77	2.44	2.61	2.45	2.68	2.37	2.50	2.30	2.62	2.27
2016/WI	2.68	2.42	2.52	2.45	2.60	2.34	2.45	2.26	2.68	2.22

SI Attendance	6 or more sessions	3-5 sessions	1-2 sessions	Non-Participants*
Average GPA	<b>3.18</b>	2.85	2.42	2.16

\* Students who attended class at least once, but did not participate in SI

## → Assist students with the attainment of internships and post-graduation employment

### **Career Services & Cooperative Education**

In 2018, a Director of [Career Services & Cooperative Education](#) was hired to expand efforts in this area. Within this office, the Internship and Cooperative Education Program at Oakland Community College is an academic program where classroom study is combined with career-related work experience. These real world opportunities are offered through partnerships with business, industry and governmental organizations. Students who participate must meet the eligibility requirements determined by faculty within their chosen discipline of study. Cooperative education and internship students earn academic credit and learn to apply classroom skills while establishing professional contacts with employers on the job. Internships that are managed by this office include: Automotive Services, CAD, Business, Collision Auto Repair, Criminal Justice, Graphic Design, HVAC, Hospitality (within Culinary), Interior Design. Other programs that manage their own internships directly include: Health Care Administration, Early Childhood Education, Criminal Justice, Paralegal, Culinary – Restaurant, Mental Health/Social Work, Sign Language Interpreter, Library Tech.

For several years, the Coordinator of Placement Services & Cooperative Education has visited each OCC campus about three times a semester. She meets one-on-one with students and holds workshops at each campus for pre-employment training. This training includes: Resume Writing, Interview Skills, and Effective Job Search Techniques. Students can register for workshops via OCC's [online job board](#) (via the College Central Network), where students and alumni can also search for positions and employers can connect with potential recruits. From the start of 2019 to mid-May, there were 1,075 jobs listed on this job board and 310 employer registrations. In 2018, there were 2,997 jobs listed and 1,135 employers registered.

## → Student services programming provides students with essential resources that enable them to identify, pursue, persist and complete their academic goals

Many student service areas described challenges with meeting the needs of changing student demographics, including first generation college students, students in developmental courses, students with disabilities, international students, etc. Student services staff would like to increase collaborations across the College and believe more widespread communication, training, and awareness of resources available to students would be beneficial.

Initiatives over the past year have increased the efficiency and effectiveness of services by reworking processes and incorporating technology-based solutions, i.e. admissions-related processes such as recruitment efforts and prospect automation via the CRM platform in Ellucian's Recruit module, the utilization of [SARS](#) (Scheduling And Reporting System) to collect and manage student information/appointments/encounters by both counseling and financial aid, the comprehensive digitization of student records, etc. Further, the mobile app version of OCC's website, launched in Fall 2018, also uses technology to improve accessibility for students. It allows students to apply, register, and perform other web-based tasks from a mobile device or tablet, meeting student technology preferences and needs.

## **Financial Aid**

[Financial Aid](#) provides access and support for students to pursue higher education. The office awards and processes educational funding for students and ensures regulatory compliance. Staff follow state and federal regulations and provide advice to students and parents on financial aid and scholarship programs. The Financial Aid department complies with an annual financial audit, included in OCC's annual financial report. OCC has also elected to participate in peer reviews by the [National Association of Student Financial Aid Administrators \(NASFAA\)](#), which offers an objective assessment of the College's delivery of student financial aid. Customized reviews highlight strengths, identify compliance exceptions, and recommend improvements.

Financial aid is a highly complex student service area, bringing together student funding from many sources: federal, state, institutional, foundation, athletic, external sponsorship, etc. There are roughly five hundred award codes for the types of funding students can receive for their education. This complexity extends to student processes. Students need to submit a [Free Application for Federal Student Aid \(FAFSA\)](#) based on the prior year's tax return in order to be considered for financial aid. The FAFSA has 110 questions and OCC receives about 30,000 applications per year. There are about 60 documents that students might need to submit for verification, from a tax return to a high school diploma or GED, etc.

The amount of student aid eligibility is made using the overall "[cost of attendance](#)" (including tuition, books and supplies, transportation, room and board, etc.) and the "[expected family contribution \(EFC\)](#)," or how much the federal government believes the family or independent student can afford to pay. Once receiving aid, students need to maintain "[satisfactory academic progress \(SAP\)](#)" in order to maintain eligibility, including a 2.00/4.00 GPA and a 67% rate of completion out of all attempted credits. [Pell Grants and Supplemental Educational Opportunity Grants \(SEOG\)](#) are offered to students that demonstrate the greatest financial need. Each Pell recipient has a lifetime limit of eligibility. Other types of aid include loans, scholarships, [Federal Work-Study](#), etc. Financial Aid at OCC has implemented policies in recent years to help limit student debt and defaults. The office must continually adapt to policy changes at the state and federal levels.

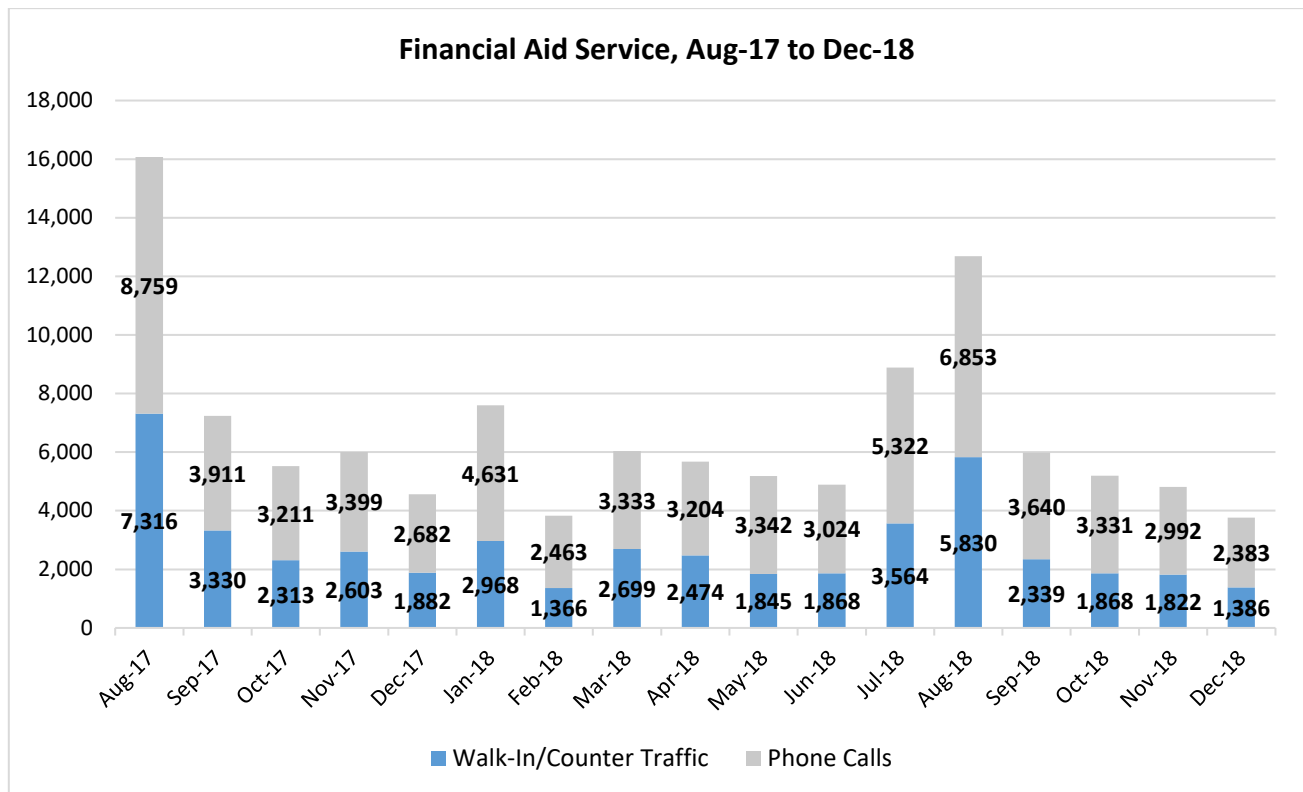
For instance, starting in 2011, institutions of higher education that participate in the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965 (as amended) have new federal requirements. Institutions must disclose and report information about their non-degree (certificate) programs that lead to gainful employment in a recognized occupation. Prospective students must receive the following information about the non-degree programs:

- Definition of the specific jobs for which a student will be trained to perform
- Employment success rate of the program's graduates
- Normal time to complete the program
- Total cost of the program
- Typical loan debt

Another anticipated change to financial aid regulations is a policy that federal financial aid dollars will pay for only required courses in a student's declared program of study. OCC has taken several steps to adapt to this expected transition via its Program Alliance Plan. Through collaboration across the institution, procedures have been revised and an extensive communications campaign has

been developed to notify students of the potential impact. During Winter 2019, students with financial aid received multiple communications informing them of how to keep their declared programs up to date and align their registration with their [program plans](#) to maximize their progress toward academic goal attainment. Beginning in Fall 2019, all students will be allowed to have a two active declared programs on their record, to help them pinpoint their goals and clarify pathways to completion. Ongoing, multi-faceted strategies within marketing, communication, and counseling will continue to guide returning and new students in the coming year.

Financial Aid sees wide fluctuation in student traffic and very high demand at certain points of the year, primarily July and August. Self-service features have been introduced to increase automation and efficiency. Students now use self-service to determine what additional documents they need to submit for aid eligibility and to accept loans. While the Financial Aid office communicates frequently with students via email to process their aid quickly and effectively, some students may not immediately respond or follow up. Financial aid is a time-sensitive process and delays can mean that eligible students may not receive aid in time for classes. The College is aware that financial literacy and financial aid literacy may not be skills that all students or their families possess. Therefore, communication and awareness campaigns continue, in addition to planned financial aid literacy training for other college staff, such as counselors. The future potential to communicate with students via text is being examined as well.



Aug-17 to Dec-18	Walk-In/Counter Traffic	Phone Calls	Total Overall
<b>TOTALS</b>	47,473 (42%)	66,480 (58%)	113,953
Average	2,793	3,911	6,703

Financial Aid has numerous resources to help students navigate its processes:

- The [net price calculator](#) helps students understand the full estimated cost of attendance - including tuition and required fees, books and supplies, room and board (meals), and other related expenses - minus estimated grant and scholarship aid.
- [Financial Aid TV](#) has informative videos available 24/7 to help students navigate financial aid questions and better understand the process and types of aid, as well as overall personal financial education.
- Recent document (updated March 2019) outlining “[What You Need to Know](#)” about financial aid policies and practices.

## **Foundation**

The OCC [Foundation](#) provides important financial support via student scholarships, emergency funds, and program and project enhancement. The following highlights from 2018 directly support student success:

- Expanded fundraising in 2018 totaled over \$500,000 for the first time in decades, reaching \$537,508.
- Scholarship applicants tripled from the previous year to 1,793 students.
- The improved, centralized online scholarship [application](#) process via AcademicWorks and the timeliness of awards has increased student support, including 185 active funds and 381 awards, totaling over \$258,000.
- The Student Success Fund was revamped to provide consistent, rapid response to students in crisis, giving enrolled students help in a financial emergency.
- Donors to CREST enabled our Fire Training Institute to customize a new fire truck, perfectly suited to the needs of our future fire fighters.
- Donors to the Provenzano Empowerment Fund are supporting a faculty-led project to reduce the cost of textbooks for our students.
- Donors to the Study Abroad Scholarship are giving students international experiences, never before in their reach, toward our new Global Literacy Endorsement.
- Sponsors created twenty-four new scholarships. The new funds honor current and retired faculty and staff, memorialize family and friends, and support students of every background and circumstance. Our scholarship sponsors continue a long tradition of helping our students through philanthropy.



→ **Enhance classroom learning by providing co-curricular and extracurricular experiences**

**Co-curricular and Extracurricular Learning**

Co-curricular learning expands upon learning that occurs in the classroom and extracurricular experiences help students develop additional skills and abilities, while making social connections that serve them in life during and after college. Participation and involvement in numerous, wide-ranging [student organizations](#), [student government](#), college-wide and campus [events](#), the [student ambassador](#) program, and college [athletics](#) can provide formative experiences that shape student interests, professional ambitions, and personal development. Such activities create a well-rounded college experience, preparing students to be productive employees, engaged citizens, and contributing community members. The campuses and surrounding communities are enhanced by [Theatre](#) performances, diverse [music](#) groups and ensembles, seven “Raiders” sports via the [National Junior College Athletic Association \(NJCAA\)](#) and [Michigan Community College Athletic Association \(MCCAA\)](#), campus [restaurants and bakery](#), and themed sophisticated dining events. There is an extensive range of experiences in which students can get involved as part of the OCC community.

**Co-Curricular Student Learning Assessment**

In 2018, Institutional Effectiveness collaborated with staff across the College to develop [student learning assessment](#) for four co-curricular areas. As with assessment of the College’s courses and programs, these measurements help determine student attainment of established learning outcomes as defined below. The assessment process allows staff to determine how successfully students are learning what is taught, and to develop actions to improve learning as necessary.

**ASC Success Seminars**

Learning Outcomes:

1. Name one strategy that you could implement to improve time management.
2. Name one strategy that you could implement to improve exam preparation.
3. Name one strategy that you could implement to improve textbook reading comprehension.
4. Name one strategy that you could implement to improve note taking.
5. Name one strategy that you could implement that could improve memory as it pertains to learning new information.

Assessment Method: End of seminar evaluation will include a question requiring students to name one strategy.

Frequency/Date: Annual, 7-1-19

<b>Outcome</b>	<b>Benchmark Percent</b>	<b>Students Assessed</b>	<b>Students Met Benchmark</b>	<b>Percent of Students Met Benchmark</b>
1. Time Management	80	98	89	<b>91%</b>
2. Exam Preparation	80	106	93	<b>88%</b>
3. Textbook Comprehension	80	55	48	<b>87%</b>
4. Note Taking	80	35	32	<b>91%</b>
5. Memory and Learning	80	108	79	<b>73%</b>

An action was developed to improve assessment. Learning will be assessed again in future cycles, to determine the impact of the action and any further need for improvement.

- ASC faculty revised the assessment survey to make it more consistent among campuses and more user friendly for students. The new survey will be implemented in the Fall 2019 semester.

### Library Information Sessions

Learning Outcomes:

1. Students will identify sources on the library homepage that will assist with their research, including: the discovery system, the library catalog, the Ask a Librarian 24 hour chat help, and at least one database.
2. Students will identify keywords in their paper or project topics in order to conduct research for assignments in library databases.

Assessment Method: Four question pre- and post-test.

Frequency: Annual, 12-1-19

<b>Outcome</b>	<b>Benchmark Percent</b>	<b>Students Assessed</b>	<b>Students Met Benchmark</b>	<b>Percent of Students Met Benchmark</b>
1. Resource Identification	50	133	111	<b>83%</b>
2. Keyword Identification	70	133	111	<b>83%</b>

### Online Orientation

Learning Outcomes:

1. Students will identify campus academic resources and services available to them.
2. Students will report comfort using their MyOCC account and its primary functions.
3. Students will demonstrate an understanding of what information can be found in the student handbook.
4. Students will report an understanding of their financial obligations (e.g. financial aid process, cost of college, scholarship opportunities).
5. Students will recognize the importance of getting involved in co-curricular activities.
6. Students will identify potential outcomes of attending Oakland Community College.
7. Students will identify at least one student success strategy accurately. (New outcome, not yet assessed)
8. Students will report understanding the importance of career exploration by reporting being somewhat or very sure of their career choice. (New outcome, not yet assessed)

Assessment Method: Question on Online Orientation

Frequency: Annual, 7-1-19

<b>Outcome</b>	<b>Benchmark Percent</b>	<b>Students Assessed</b>	<b>Students Met Benchmark</b>	<b>% of Students Met Benchmark</b>
1. Resource Identification	90	3,118	3,102	<b>99%</b>
2. Comfort Using MyOCC	90	3,064	1,798	<b>59%</b>
3. Understanding of Student Handbook	90	3,117	3,080	<b>99%</b>
4. Understanding of Financial Obligations	90	3,129	3,110	<b>99%</b>
5. Understanding of Co-curricular Importance	90	3,110	2,284	<b>73%</b>
6. Potential OCC Outcomes	90	3,047	2,476	<b>81%</b>

Actions were developed for the two outcomes where student learning fell below the benchmark. Learning will be assessed again in future cycles, to determine the impact of the actions and any further need for improvement.

- A new section will be added to MyOCC modules in the mandatory online orientation that speak to the new password reset directions/instructions
- Dean or College Readiness will hold SWOT sessions with front-line staff in financial aid, counseling, enrollment, Deans of Student Services and Associate Deans of Student Services to gather feedback on orientation from their point of view in their respective areas.

Student Life (under consideration for assessment)

Learning Outcomes:

1. Student exhibits confidence as determined by setting goals.
2. Student manages personal emotions effectively as demonstrated by responding respectfully when challenged.
3. Student uses delegation to complete tasks/projects as demonstrated by distributing task/project responsibilities.
4. Student expresses ideas clearly as demonstrated by exhibiting reflection and active listening when interacting with others.
5. Student manages diverse perspectives as demonstrated by including other viewpoints or welcoming and actively seeking viewpoints that are different from their own.

Assessment Method: Leadership Rubric

Frequency: In Development for Fall 2019

[Quality Services](#) is a wide-ranging area encompassing many actions for improvement:

Actions in Process:

1. Design and implement an ongoing student services satisfaction survey.
2. Implement software by [Maxient](#) in early 2020, to manage and respond to student concerns more effectively.
3. Establish a cyclical review process and evaluative framework for student service areas, once baseline of performance has been established.
4. The Director of Secondary Partnerships is on board as of May 2019 and will help grow relationships, agreements, recruitment, and collaboration with area high schools.
5. OCC has received “gold star status” from the [Michigan Veteran Affairs Agency](#) for three years in a row, as a college that [supports student veterans](#). To increase current recruitment and benefits assistance, the College plans to hire a Veteran Coordinator in 2020.
6. Several initiative teams are making a difference across the College: to improve student experiences, create an updated staff training manual and process, make the website content more easily understandable, improve consistency of intake processes and forms, etc.

Actions under Consideration:

1. Most of the data administration related to student service areas has focused on usage statistics, without integration of student outcomes (learning, persistence, completion, etc.) or student satisfaction with these services. Therefore, one broad goal is for OCC to develop a ‘Quality Index Score’ to determine if each area is meeting its goals in serving OCC students based on agreed metrics.
2. At busy times, offer Walk-In Wednesdays to better meet student needs for services.
3. Facilities enhancements for accessibility could continue as updates occur.
4. Consistency in space and service across campuses has increased and will continue to be a focus.

The work of the College in this area aligns with the following strategic plan [initiatives](#):

- Enhance and innovate educational offerings.
- Improve the student experience.
- Guide students to their desired outcomes.
- Enhance utilization of people, processes, and technology.
- Implement processes to increase persistence and completion.
- Grow partnerships.
- Foster key partnerships.
- Improve collaboration, trust, respect, and accountability.

## Performance Area: Enrollment and Academic Progress

→ Provide academic support to assist students with their educational goals

### **Enrollment Services**

Enrollment Services, led by the Registrar’s office, provides an essential support to students in following [registration policies](#), adhering to [course regulations](#), [verifying student records](#), and providing unofficial and official [transcripts](#) as needed for transfer to another college or university, employment purposes, etc. Their work allows students to successfully schedule classes and progress toward their academic goals. In addition to the general student population, this office assists several specific groups of students: [transfer](#), [international](#), [veteran](#), [college guest](#), [dual enrolled](#), and students from three [early college programs](#).

### **Early Alert**

In addition to the many services already described in this report via Counseling, ACCESS, the Academic Support Center (ASC), and various college initiatives, “Early Alert” is a collaboration between faculty and Counseling staff to support student academic success. Early alert has been in place at OCC for over two years, allowing the College to identify and reach out to students who are struggling academically and offer additional support. Faculty report all applicable reason categories for each student, as shown below.

#### **Early Alerts Fall 2017-Fall 2018: 447**

<b>Early Alert Reason</b>	<b>Occurrences</b>
Low Test Scores	298 (26%)
Unsatisfactory Progress	170 (15%)
Incomplete/Late Assignments	155 (14%)
Did Not Turn in Assignments	145 (13%)
Poor Attendance	142 (13%)
Not Prepared	84 (7%)
Avoids Participation	33 (3%)
High Level of Stress or Anxiety	30 (3%)
Engagement in Course	17 (2%)
Sudden Change in Performance	12 (1%)
Excessive Tardiness	12 (1%)
Disturbing Writing/Emails	8 (1%)
Financial Hardship	7 (1%)
Health or Mental Health Issues	6 (1%)
Personal Life Issues	6 (1%)
Academic Performance (Other)	3 (<1%)
Sudden Change in Behavior/Appearance	3 (<1%)
Behavioral Issues	2 (<1%)
Total	1,133

Of the 18 reason categories listed above, 7 of them (39%) are primarily academic in nature, 9 of them (50%) are mainly personal issues, and the remaining 2 (attendance and tardiness, 11%) could be either. That said, it is difficult to determine when a student's academic performance is due to lack of engagement or preparedness to meet the requirements and when it is impacted by external life factors (work and family obligations, financial challenges, etc.) Likewise, the stress of college-level coursework (particularly at certain times of year such as midterms and finals) can exacerbate health and mental health conditions, as well as make it more difficult to maintain personal responsibilities. A student's academic performance and success depends on both their academic performance and the personal aspects that impact that performance. The College is most able to support students with academic issues, but community college students as a population are more likely to have external factors that impact their studies than the average college student at a four-year institution. In fact, for individuals in the community that experience barriers to postsecondary access and success, the community college is a key resource in terms of advancing in their life and career. Colleges do the best they can to support students so that life barriers do not prevent their academic goal attainment. These efforts include resource referral, academic support and encouragement, financial assistance, etc.

### **Virtual Campus**

The [virtual campus](#) provides online access to services and tools that support student educational attainment, whether in online, hybrid, or traditional course formats. As part of its online courses and programs, OCC's virtual campus needs to provide access to all [student services](#) that are available to students in person. Appointments with Counseling, for example, can take place remotely via [Zoom](#). Net Tutor offers online academic support in a wide range of subjects, librarians are available to offer assistance 24/7, and multiple student services offer online resource pages to help guide students at any time.

A main foundation of the virtual campus, Brightspace by D2L, commonly known as [D2L](#), is a learning management system (LMS) used to host OCC's [online and hybrid courses](#). Many OCC instructors also use D2L to post materials and assignments for the traditional classroom, thereby allowing easy online access. So far in the 2018-19 academic year, 74% of all of the course sections offered at the college (traditional, hybrid, and online) used D2L in some capacity, to post announcements, grades, syllabus, course materials, etc. (summer courses are still in process so usage will further increase). The use of this technology has grown steadily over the past several years. Technical support for D2L is available via a [24/7 student helpdesk](#) and faculty receive ongoing assistance and guidance from OCC's [Academic Technologies Group \(ATG\)](#). D2L training is also incorporated into OCC's new faculty academy.

<b>FA, WI, SU</b>	<b>Sections Using D2L</b>	<b>Sections Not Using D2L</b>	<b>% Using D2L</b>
2012-13	3,669	3,903	48%
2013-14	3,814	3,369	53%
2014-15	3,872	2,703	59%
2015-16	3,588	2,094	63%
2016-17	3,348	1,639	67%
2017-18	3,267	1,370	70%
2018-19	3,231	1,130	<b>74%</b>

Students taking online or hybrid course sections are required to take the [Online Learning Readiness Course – DIST 1000](#), but many students in traditional sections also use D2L and can benefit from the introduction.

<b>Year</b>	<b>Enrolled in DIST 10000</b>
2016	2,581
2017	5,017
2018	4,772
2019	3,645
<b>Total</b>	<b>16,015</b>

[NetTutor](#) provides 24/7 online tutoring support in a wide range of subjects and OCC students use it frequently:

	<b>Sessions</b>	<b>Time</b>
<b>July 2017 - June 2018</b>	1,559	729 hours
<b>July 2018 - April 2019</b>	2,105	940 hours

Fall 2018-Winter 2019:

<b>Group</b>	<b>Sessions</b>	<b>Time</b>
NetTutor Math Tutor (Calculus and Above)	693	319 hours
Live Writing Tutor and Paper Center	521	265 hours
NetTutor Math Tutor (Algebra, Basic Math, Pre-Calculus)	307	136 hours
NetTutor English Tutor	214	96 hours
NetTutor Chemistry Tutor	145	60 hours
NetTutor Computer Science Tutor	35	14 hours
NetTutor Math Tutor (Statistics)	57	12 hours
NetTutor History Tutor	28	10 hours
NetTutor Biology Tutor	20	9 hours
NetTutor Philosophy Tutor	27	7 hours
NetTutor Accounting Tutor	11	4 hours
NetTutor Physics Tutor	10	2 hours

Group	Sessions	Time
FYE & College Student Success	9	2 hours
NetTutor Psychology Tutor	8	1 hour
NetTutor Criminal Justice Tutor	2	1 hour
NetTutor Health and Nursing Tutor	3	29 minutes
NetTutor Communications and Speech Tutor	2	26 minutes
NetTutor Humanities Tutor	2	25 minutes
NetTutor Spanish Tutor	3	23 minutes
NetTutor Business Tutor	4	19 minutes
NetTutor Political Science Tutor	3	16 minutes
NetTutor Economics Tutor	1	7 minutes

## **Library**

**Library Mission:** “The Oakland Community College Library provides information literacy education, resources, and services to support the curricula offered by the College and the research needs of students, faculty, staff, and administration. The Library supports general information needs and helps to foster intellectual exploration and critical thinking among constituents within the college and community.”

OCC’s library staff highlight constant communication around shared goals as a strength of their student service area. Staff collaborate to ensure consistent teaching and polices across all five campuses by encouraging and facilitating constant communication among all members of the discipline. Additional highlights of this area include:

- Library [success seminars](#) on research, citation, source evaluation, and how to best use the library’s extensive resources to complete assignments. Librarians also visit classrooms and other locations to offer overviews of their services and any requested presentations.
- Textbooks on reserve for some courses that students may use in the library for free, as well [Open Educational Resources \(OER\)](#), a vast list of free online textbooks and materials.
- Online [citation resources](#) and [plagiarism guides](#), subject-based [research guides](#), [tutorial videos](#), [SearchPath](#) modules to teach library and internet research skills, College [archives](#), and credit-based [courses](#) leading to an Associates degree in Library Technical Services
- The “[Ask A Librarian](#)” feature, which allows students, faculty and staff to contact a librarian for assistance by phone, email or live chat. The 24/7 live chat service is provided through a statewide cooperative of community colleges and universities.
- Participation in the [Detroit Area Library Network \(DALNET\)](#), a consortium that allows for the sharing of resources and expertise between member institutions.
- Orchard Ridge Campus Library is a partial repository for the [Federal Depository Library Program \(FDLP\)](#), a government program that makes U.S. federal government publications available to the public at no cost through qualifying libraries.
- Auburn Hills Library has recently become a regional repository for documents produced by the [American Welding Society \(AWS\)](#), to support our [Welding Technology](#) program students, faculty, and staff, as well as the community



<b>OCC Library Services Summer 2017 to Winter 2018</b>	
Reference Questions (Librarians)	40,909 (41%)
Patron Assistance (Technicians)	21,631 (22%)
Directional Assistance (Technicians)	13,056 (13%)
Technical Assistance (Technicians)	10,989 (11%)
Instruction Sessions (Librarians)	8,177 (8%)
Phone Assistance (Technicians)	3,670 (4%)
Success Seminars (Librarians)	389 (<1%)
<b>Total Documented Services</b>	<b>98,821</b>

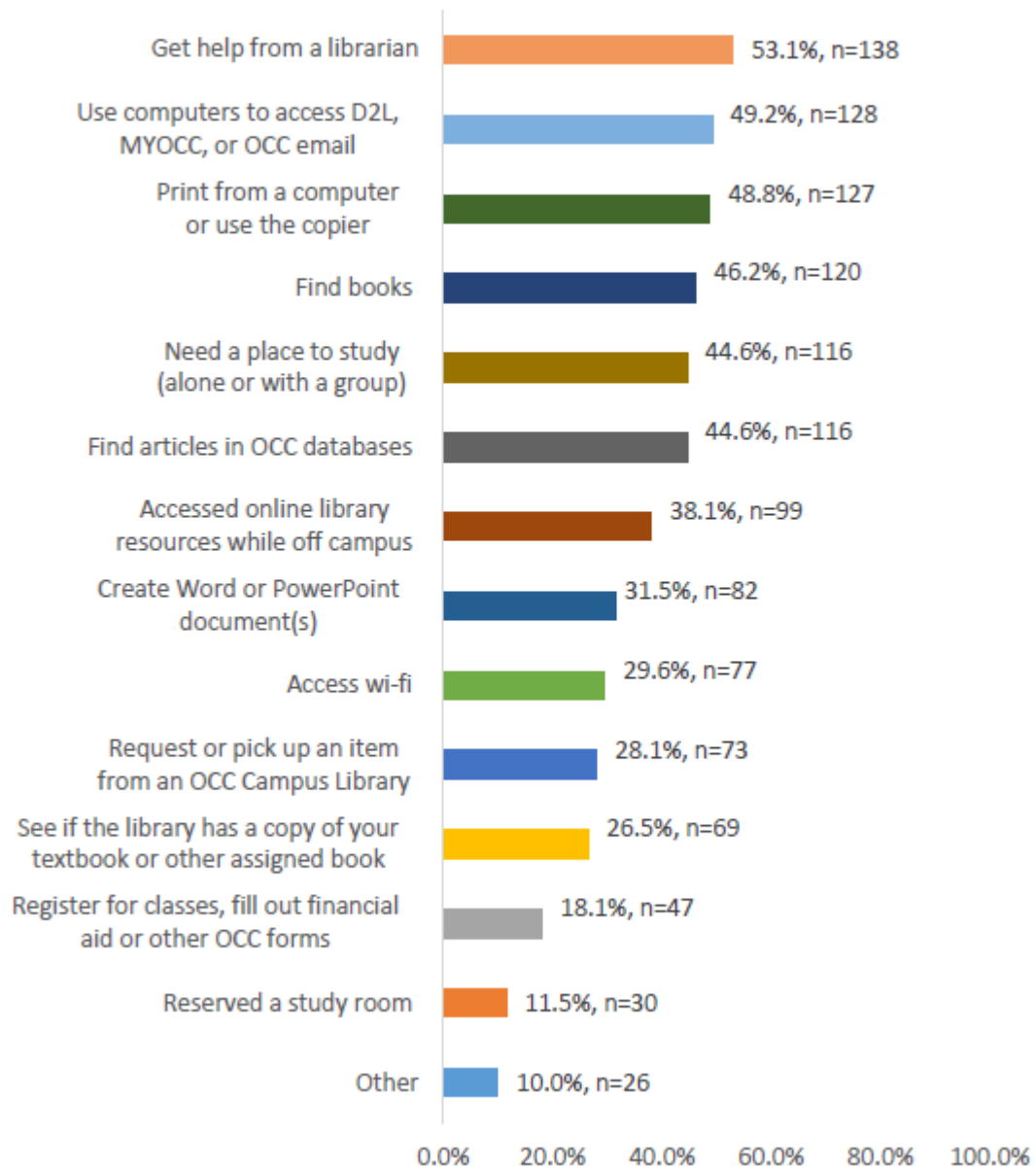
- The Michigan Virtual Reference Co-op (also known as [Research Help Now](#)) is a collaboration among fifteen community colleges and universities across Michigan. This “Ask A Librarian” service gives students [24/7 access](#) to assistance from a professional librarian. The librarian and student exchange dialogue, view web pages and online articles together, and discuss how to do library research. A Research Help Now user can [learn](#):
  - How to search the libraries’ online catalogs for relevant books
  - How to look up the full text of magazines, newspapers, journals, and other online resources in research databases
  - How to find a useful, authoritative website
  - How to find and evaluate information
  - How to search the statewide [MeLCat](#) book catalog
  - How to find and use specialty search sites

<b>OCC Libraries: Michigan Virtual Reference Co-op Summer 2017 to Winter 2018</b>	
OCC patrons answered by OCC Librarians	163
OCC patrons answered by non-OCC librarians	630
Non-OCC patrons answered by OCC librarians	468
OCC patron emails answered by OCC librarians	24
<b>Total Responses</b>	<b>1,285</b>

A survey was conducted of library patrons from March to May 2019, including both in-person and online options for survey completion. 260 surveys were submitted, including 146 responses from students (56%), 88 responses from faculty and staff (34%), 10 responses from Oakland County residents (4%), and 16 respondents who were other/unknown.

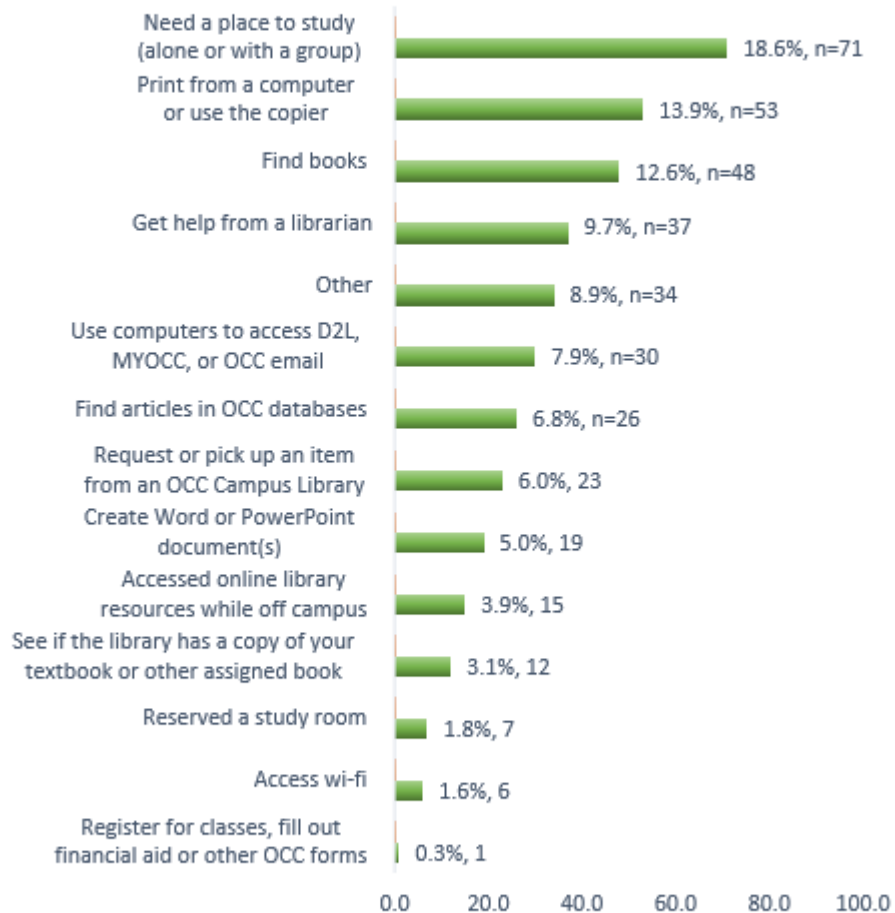
## Library Services Respondents Have Used

(N=260, multiple responses)



## Combined Top Reasons Respondents Visited Library this Semester

(n=382, multiple responses)



About half of the respondents had attended a Library presentation. Of those who had attended at least one event, the events mentioned were:

- Class visit (61.3%, n=92)
- Success Seminar (27.3%, n=41)
- Other (11.3%, n=17), which included the [African American Read-In](#), Bibliographic instruction at the library, Online resources and copyright information, and Orientation

Respondents were asked how helpful the staff have been during their visit(s).

- Most respondents who asked for Reference Desk assistance indicated that the librarian was helpful (95.0%, n=190).
- Most respondents who asked for Circulation Desk assistance indicated that the staff were helpful (95.8%, n=184).

Respondents were asked to reflect in what areas OCC Libraries are doing well or how can OCC Libraries improve. Many believed that the library offers friendly, knowledgeable assistance (n=67), that the library has a good and clean atmosphere for studying (n=17), and that the library is overall doing a great job (n=13) and is excelling with everything (n=25). When asked to think of areas for improvement, many respondents could not think of an area needing improvement (n=48), while some thought it could be helpful to increase book and source material (n=10), or expand library hours (ex. longer hours, Saturdays, 24/7 during finals) (n=7), or to improve printing process (additional payment options or waive fee) (n=7).

The work of the College in this area aligns with the following strategic plan [initiatives](#):

- Enhance and innovate educational offerings.
- Improve the student experience.
- Guide students to their desired outcomes.
- Enhance utilization of people, processes, and technology.
- Implement processes to increase persistence and completion.
- Foster key partnerships.

## **Conclusion**

Student services are a crucial, multi-faceted part of successful college attendance and goal attainment. From the start of a prospective student's interactions with the institution, student services act as a resource, guide, and support to help make higher education a reality for OCC's students. The various offices help students every step of the way, to navigate college processes and external regulations, to find academic and personal supports to increase success, and to develop holistically, with skills that will serve them well in employment and life as an OCC alumnus and member of the broader community.

## Appendix

### Differences between High School Modifications and College Accommodations for Students with Disabilities

<b>Applicable Laws</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
I.D.E.A. (Individuals with Disabilities Education Act)	A.D.A. (Americans with Disabilities Act 1990)
Section 504, Rehabilitation Act of 1973	Section 504, Rehabilitation Act of 1973
I.D.E.A. is about high school completion.	A.D.A. is about access.

<b>Required Documentation</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
I.E.P. (Individualized Education Plan) and/or 504 Plan	High school I.E.P. and 504 may not be sufficient. Documentation guidelines specify information needed for each category of disability.
School provides evaluation at no cost to student.	The college does not provide an evaluation. Student is responsible for obtaining an evaluation from resources outside of the college.
Documentation focuses on determining whether student is eligible for services based on specific disability categories in I.D.E.A.	Documentation must provide information on specific functional limitations, and demonstrate the need for specific accommodations.

<b>Self-Advocacy</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Student is identified by the school and is supported by parents and teachers.	Student must self-identify to an ACCESS Office.
Primary responsibility for arranging accommodations belongs to the school.	Primary responsibility for self-advocacy and arranging accommodations belongs to the student.
Teachers approach you if they believe you need assistance.	Instructors are usually open and helpful, but most expect you to initiate contact if you need assistance.

<b>Parental Role</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Parent has access to student records and can participate in the accommodation process.	Parent does not have access to student records without student's written consent.
Parent advocates for student.	Student advocates for self.

<b>Instruction</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Teachers may modify curriculum and/or alter pace of assignments	Instructors do not modify curriculum designed or alter assignment deadlines.
You are expected to read short assignments that are discussed, and often re-taught, in class.	You are assigned substantial amounts of reading and writing which may not be directly addressed in class.
You seldom need to read anything more than once, and sometimes listening in class is enough.	You need to review class notes and text materials regularly.

<b>Grades and Tests</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
I.E.P. and 504 plan may include modification to test format and/or grading.	Grading and test format changes (i.e. multiple choice vs. essay) are generally not available. Accommodations to HOW tests are given (extended time, test proctors) are available when supported by disability documentation.
Testing is frequent and covers small amounts of material.	Testing is usually infrequent and may be cumulative, covering large amounts of materials.
Makeup tests are often available.	Makeup tests are seldom an option; if they are, you need to request them.
Teachers often take time to remind you of assignments and due dates.	Instructors expect you to read, save, and consult the course syllabus (outline); the syllabus spells out exactly what is expected of you, when it is due, and how you will be graded.

<b>Study Responsibilities</b>	
<b>HIGH SCHOOL</b>	<b>COLLEGE</b>
Tutoring and student support may be a service provided as part of an I.E.P. or 504 plan.	Generally, students with disabilities should use tutoring resources available to all students through the Academic Support Centers (ASCs).
Your time and assignments are structured by others.	You manage you own time and complete assignments independently.
You may study outside of class as little as 0 to 2 hours a week, and this may be mostly last-minute test preparation.	You need to study at least 2 to 3 hour outside of class for each hour in class.

(Content adapted with permission from Cuyahoga Community College, 2015)

## Brochure to Guide Faculty Referrals

### Behavioral Assessment Review Team (BART)

Each campus has a trained BART team. Please use the guidelines below to determine if a referral should be made to BART or if Public Safety needs to intervene immediately. BART referral forms are available on InfoMart.

### How to Respond

The options depend on the urgency of the situation. For students who are having difficulty, but seem to be able to cope fairly well, you may choose to:

- Limit your interaction to classroom issues.
  - Refer the student to the Counseling Faculty.
  - Make a BART referral.
- If you believe that a situation is an emergency (e.g. threat to safety, high risk cues), contact Public Safety or 911.

### Counseling Recommendations

If you notice these or other alarming behaviors, you may wish to approach the student about your concerns.

- Invite the student to have a conversation at a time convenient to the both of you.
- Try to select a place where there will be some privacy (but not too much isolation) for a confidential discussion.
- It may work best to state your concerns for the student in a direct, caring, and concerned manner such as, "I have noticed that you have seemed really withdrawn in class lately and I'm concerned about you."
- Make a BART referral.
- See a counselor for a joint meeting.

### Counseling Referral

Counseling referrals can be handled in several ways:

- Refer the student to Counseling Faculty - provide them with the location and number.
  - Refer the student to a specific counselor, if possible.
  - If a student is in an apparent distress or visibly upset (non-threatening behaviors), call or escort the student to the Counseling office.
- Remember when having these types of interactions with students, it is always wise to document your recommendations and objective observations.

### Emergency Referrals

- Stay calm.
- Make a decision to contact Public Safety or 911.

### On campus non-emergency

- 5555
- 248.858.4911

### Off Campus or from a Cell Phone

- 248.858.4911
- 911

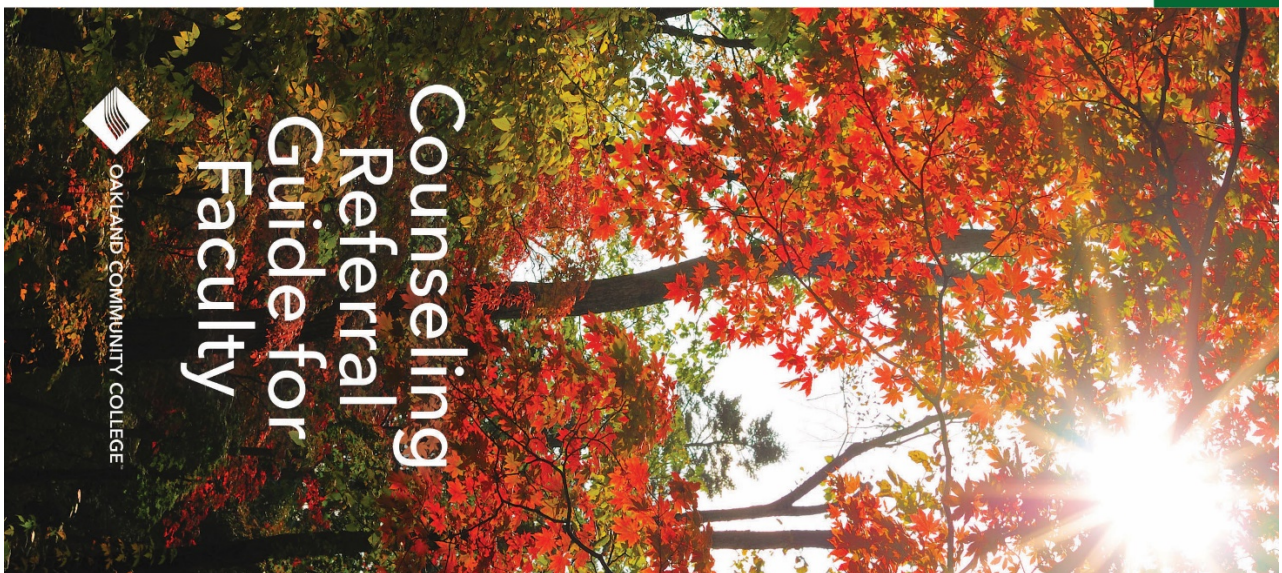
### Non-Emergency

#### Counseling Department Referrals

- Auburn Hills Campus  
Room B-238 ..... 248.232.4350
- Highland Lakes Campus  
Room WH-230 ..... 248.942.3050
- Orchard Ridge Campus  
M-Building ..... 248.522.3450
- Royal Oak Campus  
Room B-101 ..... 248.246.2450
- Southfield Campus  
Room A-206 ..... 248.233.2750

### Public Safety Website

- [www.oaklandcc.edu/publicsafety/default.aspx](http://www.oaklandcc.edu/publicsafety/default.aspx)



(continued on next page)



Students, like anyone, might experience a crisis when the stress exceeds their coping resources. While being upset, depressed, or anxious about a given situation is understandable, the following signs might indicate that the response is persistent and more than just a "situation."

### Academic Cues

- Changes in classroom participation
- Decline in academic performance
- Poor academic performance

### Personal/Interpersonal Cues


- Outbursts or other disruptive behaviors
- Tangential or irrelevant speech or writing
- Social or interpersonal withdrawal
- Depressed or anxious mood
- Crying
- Frequent requests or demand for your time
- Complaints of inability to concentrate
- Sleeping in class

### Physical Cues

- Dramatic changes in weight or physical appearance or hygiene
- Intoxication
- Excessively rapid speech or increased activity level
- Multiple physical complaints

### Threats to Safety/High Risk Cues

- Overt and covert references to suicide
- Evidence of a suicide plan
- Intoxication
- Reference to or preoccupation with violence
- Violent or extremely disruptive behaviors
- Horrific or other threatening statements, whether verbal or written
- Stalking behaviors



*Faculty and staff are often in the most direct position to identify students in distress. Moreover, in your role as faculty, you are perceived by some students as a mentor, expert, and a source of support. Your expression of interest and concern may be critical in helping a student find the resources necessary for academic success.*

*This guide is designed to assist you in working with students in distress and connecting them to professional sources of help. The Counseling Faculty are available to help you with students in distress by:*

- *Consulting with you about the best course of action.*
- *Working directly with the student once an appointment and referral have been made.*

*Some students will come directly to you because they see you as someone they feel safe with and trust. Many times the conversation(s) with you will be of great benefit to the student and will satisfy his or her needs. In some cases, however, you may feel that you do not have the time or expertise to provide all the assistance the student needs. In this case, consulting with the Counseling Faculty and/or making a referral to us is the optimal course of action.*

*Sometimes students may demonstrate unusual, disturbing, or markedly changed behavior in or out of your classroom that causes you to feel concerned about them. In these situations, knowing what behavior to look for and how to address them with a student can be important. The following information addresses both of these concerns.*

# OUR MISSION IS TO HELP YOU SUCCEED

Talk to an OCC counselor for more assistance. The OCC Student Success Fund/Scholarship may also be an option.  
(Donations welcome)  
[www.oaklandcc.edu/foundation/](http://www.oaklandcc.edu/foundation/)

*Many faculty may also keep protein bars available for students. Look for notes on your teachers' syllabus.*

The College will ensure that diversity, in all its forms, is respected and valued by fostering and promoting an environment of inclusiveness.



# ADDITIONAL RESOURCES:

**Dial 2-1-1 for United Way** referrals for food, shelter, medical assistance and other needs.

**Lighthouse of Oakland County**

46156 Woodward Ave, Pontiac, MI 48342  
PH: (248) 920-6000 [lighthouseoakland.org](http://lighthouseoakland.org)

**Need Help?** Lighthouse PATH is a housing program to help homeless women and children. Participants may live at PATH for up to two years. Lighthouse Emergency Services in Pontiac & Clarkston respond to families & seniors who need immediate food, housing help, utility assistance, medical assistance, transportation, and assistance with a variety of other crisis situations.

**Able to Help?** Volunteers needed for food pantry, driving, receptionist, senior assistance, & more. Donations for interview clothing, food & more welcomed.

**Administration for Children & Families**

[www.acf.hhs.gov](http://www.acf.hhs.gov) — connects you to links that cover topics ranging from domestic violence assistance, human trafficking help, LGBT help, & more

**For Food Help,** K-12 students in summers can find places to eat by texting FOOD to 877877 & inputting your zip code.

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OAKLAND COMMUNITY COLLEGE



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# OAKLAND COMMUNITY COLLEGE NEED HELP? WANT TO HELP?

*This guide is designed as a resource so students can get back on their feet, and it identifies opportunities for OCC students, faculty & staff to give back to their communities.*



About 10% of the population in Oakland County live below the poverty line, and many of them are in school. In 2016 there were 2,397 students in Oakland County Schools who were homeless. Let's work together to help both populations.

(continued on next page)

# WANT TO HELP? NEED HELP?

## CONTACT ONE OF THE LOCATIONS BELOW

### AUBURN HILLS PARTNERSHIP

#### HOPE Shelter\*

249 Baldwin Ave, Pontiac, MI 48342  
(248) 499-7345 [hopewarmingpontiac.org](http://hopewarmingpontiac.org)

#### Need Help?

Hope offers a place to sleep, dinner, and helps to direct those in need to longer term independent living. Intake at 7pm.

#### Able to help?

Hope collects basic toiletries, socks, underwear and other necessities. Nursing students can shadow their nurses. Volunteers can also help prepare and serve food. (Their website shows other homeless shelters in Oakland County)  
*\* Hope is on the bus line, so it can serve students from all campuses*

### HIGHLAND LAKES PARTNERSHIP

#### Open Door Outreach Center

7170 Cooley Lake Rd  
Waterford Twp, MI 48327  
(248) 360-2930  
[opendooroutreachcenter.com](http://opendooroutreachcenter.com)

#### Need Help?

Open Door's "primary mission, in the spirit of interfaith charity, is to provide emergency services (food, clothing and referral information) to families in need."

#### Able to help?

Store helpers, event helpers, maintenance positions and other assistance welcome. Donations of food, clothing and etc. accepted.

**Shelters are often full, so getting in may require daily calls.**

### ORCHARD RIDGE PARTNERSHIP

#### Salvation Army

27500 Shilawasse Rd  
Farmington Hills, MI 48336  
(248) 477-1153 (Contact Andrea)  
Facebook page: [facebook.com/The-Salvation-Army-Farmington-Hills-130372513685521/](https://www.facebook.com/The-Salvation-Army-Farmington-Hills-130372513685521/)

#### Need Help?

Community meals twice a week, bread line, bulk food distribution once/week, also some possible emergency financial assistance for utilities and etc.

#### Able to help?

Volunteers needed to assist with elements listed above and yard work.

### ROYAL OAK PARTNERSHIP

#### Common Ground Sanctuary

751 Hendrie Blvd, Royal Oak, MI 48067  
(248) 547-2260  
Crisis help for mental health services  
(800) 231-1127

#### Need Help?

Emergency Shelter in Royal Oak for 10-17 yr olds, apt. assistance for 18-up to 25 yr olds. The crisis number can help direct you to other options. The mental health facility is in Pontiac.

#### Able to help?

Cooking and delivering dinner to the children in Royal Oak is appreciated. Call the RO number to coordinate. Gift cards for small niceties are also appreciated so the children can have a little fun in their lives. (Ice cream, bowling and etc.)

### SOUTHFIELD PARTNERSHIP

#### South Oakland Shelter

18505 Twelve Mile Rd  
Lathrup Village, MI 48076  
(248) 809-3773  
[southoaklandshelter.org](http://southoaklandshelter.org)

#### Need Help?

S.O.S. provides some emergency shelter, housing assistance, possible rental assistance, case managers, clothing closet, on-site showers, laundry and food pantry.

#### Able to help?

Volunteers needed to answer calls & help in office organization. Possible internship opportunities. Donations taken for household products (like detergent, etc.), non-perishable food, full size toiletries, new underwear & socks, and seasonal casual clothing.

